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Cultural Awareness and Change Management: Embracing the Benefits of Merging a Community College with a University in Atlantic Canada

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Abstract

The organizational merger of two post-secondary organizations is fraught with synergies and complications that lend themselves to positive and negative outcomes of the joining. The need for a consolidated credential pathway model that defined the academic and administrative authorities of the merged organization was required. The organizational improvement plan (OIP) reviews the historical context of the Ocean Institute of Eastern University (OIEU) to uncover the cultural underpinnings of resistance that exhibited themselves. While blind resistance exists within almost every organization, including true ideological resistance, within the context of OIEU, most of the resistance is rooted in political resistance, where some feel they will lose their power base, status, and role within the organization. Leading an organization through change involving many systems, structures, and functions requires a humanistic leadership approach combining transformational and distributed leadership principles. Ownership of the change is realized through appreciative inquiry and Plan-Do-Study-Act cycles to encourage stakeholders the ability to own and effect change in the organization. Using Deming's fundamental change model as implemented by Schein, change will require the organization to unfreeze, learn new things, and re-freeze. This change process is fundamental to all organizational change models. It is specifically well-considered for OIEU, frozen in a three-decade position of two academic authorities. The OIP will propose a solution to address the dichotomy in credential pathways, thus enabling OIEU to realize its full potential within the post-secondary landscape.

Keywords: interpretive, culture, resistance, change, transformational leadership, distributed leadership, appreciative inquiry

Executive Summary

The Ocean Institute of Eastern University (OIEU; a pseudonym), a campus of Eastern University (EU; a pseudonym), is faced with a tremendous opportunity as it continues its transition to a campus of EU. However, a duality in the academic approval process has limited the progression of OIEU. A change is required to develop and implement strategies that will embrace OIEU's history and enhance its newfound degree-granting abilities, allowing OIEU's programming to progress at appropriate levels within the Canadian and international institutions' credential framework.

Change in any organization is often complicated and faced with resistance and obstacles. There is resistance and fear with any change. Here, OIEU fears losing its identity and perhaps more fear that there is no plan. The historical context of the organization and the cultural identity that OIEU has developed since its inception are alive and well within the organization. However, on the one hand, this culture is seen as the source of resistance to the desired change, and on the other hand, the energy needed to effect the change in academic credentials. This contextual information identified a need for collegiality and a distributed leadership approach to change, coupled with a detailed change plan that will begin the process of OIEU taking its place as a campus of EU.

Keeping culture in focus, the people of OIEU are the key to a plan that will strengthen the campus. There is a moral responsibility of the OIEU leadership to help the organization and its many stakeholders take their rightful place as full partners in the organizational merger of OIEU and EU.

Chapter 2 presents the planning and development phases of the OIP for OIEU. The plan sees OIEU develop strategies to capitalize on its unique ability to produce credentials along the

continuum of credentials from certificates to degrees in one seamless system. Establishing transformational and distributed leadership approaches needed to affect change in a post-secondary system like OIEU proves essential in the change process. Utilizing Edgar Schein's (2017) re-design of Lewin's (1947) three-step change model is the preferred model to lead the change process. While simple in function, it is rich in form and emphasizes the initial stages of unfreezing OIEU from its 30-year glacial home.

A critical organizational analysis using the Nadler and Tushman (1980) congruence model diagnoses organizational behaviour in the transformation process. This model pays particular attention to the formal and informal organizations in the change process, two elements of significant importance in the OIEU required transformation.

From the organizational analysis comes several possible solutions to the credential approval issues of OIEU. While several solutions exist, an enhanced campus senate authority's preferred solution emerged to address the transformation process's desired outputs.

From the desired solution came action, monitoring, and communication plans required within the OIP to address the Problem of Practice (PoP). The solution presented embraces the strengths of OIEU and its ability to confer multiple levels of credentials while reducing the resistance to create and grant baccalaureate and graduate credentials afforded it in the long-standing amalgamation. Faculty, staff, and students' efforts are reflected in the rich and diverse programming the organization prides itself on.

The corresponding sections include the change implementation plan with three phases aligning with Lewin's (1947) three stages of change. The second section of the chapter describes the framework to monitor and evaluate the plan's successes and its ability to monitor the plan's progress and assess the success of the change plan, adjusting when stakeholders' voices dictate

that we have learned something new and must adapt from the original plan. Over three years, three cycles will see appreciative inquiry and Plan-Do-Study-Act cycles (PDSA) utilized to monitor and evaluate the change initiative. The implementation will guide OIEU from the status quo to the desired state of an enhanced senate authority model for academic authority at OIEU.

In practice, the drive for change is driven by solving organizational problems. However, when there are cultural underpinnings, cultural assumptions often get in the way of change and create issues and resistance to the required shift (Schein, 2017). The organizational culture at OIEU is one of pride in ownership, pride in uniqueness, and satisfaction of being unique and different. Understanding this personality and culture is essential in facilitating a successful change program. Reaching the desired goal of producing true laddered credentials is possible, realized through the successful implementation, monitoring, and communication of the change plan. Each phase, stage, and cycle give the organization's people the agency, voice, and ownership of the process.

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Chapter 1: Introduction and Problem

Planned change starts with a recognition by stakeholders that everything is not how they would like to see things progressing (Schein, 2017). However, as in most organizations, forces often act to maintain the status quo while others work towards change. Change is often complicated and faced with resistance and obstacles. In this chapter of the Organizational Improvement Plan (OIP), I will focus on the organizational context of the Ocean Institute of Eastern University (OIEU), a campus of Eastern University (EU). The chapter provides contextual information on the institution's historical, political, economic, social, and cultural aspects. This information will help shape the leadership approaches and my leadership position and frame the Problem of Practice (PoP) addressed in the OIP. Questions emerging from the PoP are explored in this chapter, as they contextualize a vision for change focused on leadership approaches. Finally, a discussion on organizational change readiness will wrap up the chapter.

Organizational Context

Addressing the organizational PoP at OIEU requires understanding its context, specifically how it has reached the current state, the leadership models present within the organization, and a treatment of what a future state might look like after successfully implementing an OIP. This section positions the reader to understand these concepts within the context of OIEU.

Historical Context, Structure, Function, and Culture

In this section, the reader will be led through some historical context to help situate them in the world that OIEU presently finds itself. Further describing the organization's functions and approaches to leadership within the higher education context.

The OIP involves a campus of a university within the Atlantic Canadian landscape. The campus was once an independent, publicly funded community college and operated as one for nearly 30 years. Ocean College, established in the mid-1960s, served as an independent college until a forced amalgamation by the provincial government joined Ocean College with the EU in the early 1990s. This amalgamation resulted in the creation of OIEU (OIEU, 1990). Through a government-mandated amalgamation, two unique and long-standing institutions were brought together without significant consultation or direction on how the new partnership would work. In the OIEU (1990) white paper, the Minister of Education proposed that Ocean College would retain its distinct identity and become affiliated with EU (Mercer, 1993b).

Established in the mid-60s, OIEU was an independent, publicly funded academic institution with a core mission, mandate, and vision (OIEU, 2021). OIEU had a government-regulated college mandate with specific aims and objectives. From the mid-60s to the early 90s, Ocean College matured as a college similar to any community college in Canada. It consisted of two academic schools governed by a single Academic Council. This academic body comprised of faculty, student representative, and educational leadership, including management; the council oversaw all academic issues of Ocean College (OIEU, 2005). Ocean College's Academic Council was the independent body with final authority on all academic matters up to amalgamation.

The formal hierarchal leadership structure at Ocean College consisted of an executive committee that included the heads of the academic schools, the college executive director, and the chief financial officer in non-academic managerial roles. The executive committee received strategic advice from its industrial advisory board. Before amalgamation, Ocean College had developed processes and procedures to maintain its educational programming, including services

from recruitment to graduation, building a sense of pride and ownership that contributed to its organizational culture.

Schein (2017) defined culture as assumed beliefs and principles about how the world works and how people collaborate to achieve common goals. He explained how culture helps address external adaptation and internal integration problems through shared learning. New members are taught the correct way to perceive, think, feel, and behave. In other words, as groups evolve, they face two primary challenges: (a) integrating individuals into an effective whole and (b) adapting effectively to the external environment to survive (Akpa et al., 2021). In this case, the merger of the community college with the university. Community college transition to degree-granting institutions is not a new or unheard-of shift in the Canadian post-secondary landscape. The amalgamation of a community college with a university is also not a recent phenomenon (Samson, 2018).

From 1992 to the present, the organization has been transitioning from a traditional community college to a degree-granting university campus, where perceived threats and cultural issues act to maintain the status quo and resist the organization from fully embracing the opportunities afforded by the amalgamation. However, the complexity of organizational transitions such as this is inherent with culture, leadership, and identity issues and requires careful planning and study to be successful. Two internal documents were penned in 1993 and commissioned at the date of the merger (Mercer, 1993a, 1993b). The first contemplated OIEU as a faculty of EU (Mercer, 1993a). The second posited the creation of degrees and abolishing diplomas within the newly formed marine faculty (Mercer, 1993b). However, nearly three decades have passed since these documents were presented to the leadership of OIEU and EU, with little progress towards their recommendations. Little to no evidence exists indicating a plan

to implement the recommendations. Symptoms of the resistance to the merge surfaced and continue to affect operations at OIEU. These are addressed throughout this OIP.

Organizational Structure

After 1992, OIEU, now a campus of EU, was part of a larger organization with its newly acquired degree-granting abilities governed by EU's senate. OIEU had two academic authorities: (a) the long-standing Academic Council was responsible for its traditional programming at the certificate and diploma level, and (b) the Senate was accountable for its degrees. OIEU was now part of something bigger, reporting directly to a higher authority. While pervasive and sweeping, the change was not borne from within; this change was a mandated change from outside. It created the first divisions that would later manifest themselves in today's problems, which created the campus model that exists today.

The formal organizational structure of OIEU is presented in Appendix A. The formal leadership structures remain in place, with an industry advisory committee continuing to provide advice to the executive committee of the OIEU. The executive director position was modified through restructuring in 2001 to create a Vice President of EU with responsibility for the OIEU. This VP-OIEU has primary responsibility for OIEU and is a member of the senior VP group reporting to the president of EU. The upper two sections of the figure include the Associate Vice Presidents, School Heads (analogous to deans), and the Director of Academic and Student Affairs; they represent the executive committee of OIEU. This formal body holds the leadership authority of the organization. Comparable to senior academic positions such as deans, associate vice presidents, and presidents within the EU, individuals promoted to these roles from faculty receive indeterminate appointments with no path back.

I am an associate vice president sitting by virtue of position at a senior role in the

organization, giving me agency at the macro level to effect change. By virtue of the position, I sit on many of the committees and structures that drive the organization.

Early in the amalgamation, there was little for the community of OIEU to consider since all diploma-level programming continued through existing academic governance processes to foster that programming's development and continual improvement. It was not until the mid-1990s, when OIEU developed its first Baccalaureate degree, that the academic approval process of EU came into focus at OIEU. All programs at the baccalaureate level and higher required approval through EU's senate process, a process until now that was foreign to the traditional approaches of OIEU. For the first time, some program approvals were adjudicated by the larger organization of EU. With that came programs with different academic regulations. Admission, registration, semester lengths, and convocation, among other offices, are all governed by the EU and its Senate's processes, each foreign to the processes of OIEU.

Most of the faculty and administrative offices of the OIEU community were not involved in administering the degree programs, sometimes by choice, other times by acts of omission. The change was initiated through a small faculty subgroup without an articulated implementation plan to incorporate undergraduate and graduate programming into OIEU. An undergraduate committee was tasked by senior management with developing program approval documentation for EU's Senate. After the approval of the first two degrees through this process, the delivery of the courses within the new programs was done by external faculties and contract faculty, not the permanent full-time faculty of OIEU.

There were some anecdotal suggestions that stakeholders within OIEU thought that its faculty did not have the "correct" profile to deliver undergraduate programming. However, there was no evidence to suggest this has been articulated formally at any level. The EU handled

admission, registration, and convocation, but perceptions were that program delivery was also wholly external. At the same time, the structures of OIEU continued to work only on diploma-level programming. The slow and steady growth of degree programming continued at what could be considered a grassroots movement by a small proportion of the OIEU community, often without the support or, more importantly, the wider community's understanding.

Through a recent exercise in strategic planning, OIEU asserted the importance of degree programming, which was described as essential to the organization's success (Usher & Burroughs, 2019). Degree programs allow the Institute to do three things. First, it can offer laddering options from diploma programs. Secondly, the Institute can, if it chooses, shift away from shorter, industry-related training courses, which used to be its bread-and-butter, but where it is now losing market share. Thirdly, the Institute can further establish its comprehensiveness by offering a full suite of academic programs (Usher & Burroughs, 2019).

Mission, Vision, and Strategic Planning

The mission of OIEU (2021) is to foster economic development in strategic sectors of the provincial economy, particularly the fisheries and offshore, and to enable the province residents to participate in the marine industry nationally and internationally. Through successive strategic planning exercises, the vision has transformed slightly but remains thematically the same; in 2005, the vision was to be a world-class oceans institute, setting the standard for education, training, innovation, and research. In 2019, the vision changed to state: "To Guide the Province to the World Through Global Leadership in Applied Oceans Education and Research" (OIEU, 2021). Together, OIEU's (2021) mission and vision provide for the development of the Institute as an industrially relevant institution, accomplished through a wide range of education and training offerings, as well as participation in research and development, technology transfer, and

public policy advocacy initiatives.

Strategic planning is a core function of OIEU. The previous 15 years (2005–2020) and the next 20 years (2021–2041) are guided by comprehensive strategic plans (OIEU, 2005, 2019). Nevertheless, while strategic plans existed that acknowledged the transition of OIEU to a whole campus in EU, there is a lack of evidence that a comprehensive implementation plan accompanied the strategic plan in the context of the credential frameworks and the required steps to achieve the transition. Significant discussion around growing and owning degrees at OIEU exists, but absent from implementation plans are details to close the gap between the dichotomy of credential approval (OIEU, 2015, 2019). These organizational challenges described in the next section frame the problems with organizational theory.

Organizational Theories and Frames

The issues presented are rooted in organizational challenges that the amalgamation of the two organizations has brought. The OIP explores theoretical organizational problems that are evident in the specific PoP. These include describing the organization through the functionalist and interpretive paradigms as major organizational theories that help frame the problem through different cultural and structural frameworks. We will explore two theoretical frameworks and paradigms to frame a problem and subsequent solutions to avoid tunnel vision. It will be important to consider the concept of anchoring, as articulated by Groopman (2007), referring to doctors and extended to scholars by Bolman and Deal (2017), where many scholars and analysts of organizations have locked on to the first answer that seems right, even if everything does not or should not fit. With anchoring, everything seems to work, and we see what we expect to see and neglect the signs of other things at play. As noted by Bolman and Deal,

Decisions, whether snap judgements or careful calculations, work only if we have adequately sized up the situation. As one highly placed female executive reported to us, I thought I'd covered all the bases, but then suddenly realized that the rest of my team were playing football. (p. 38)

While it is essential to acknowledge the need to frame and reframe the PoP from different theoretical perspectives, the interpretive paradigm with a cultural perspective will form the basis of the theoretical framework used in this OIP. Putnam (1983) described the interpretive paradigm as including a subjective view of reality from those involved in the organization. Specifically, dependent on individuals in an organization and their views, interpretations, and experiences. People are, in essence, core to an organization and, hopefully, will be core to the solution. Motivating people within an organization is one of the responsibilities of leadership, and my leadership position and lens reflect this in the next section.

Leadership Position and Lens Statement

I am a senior leader within the organization; as the Associate Vice President of Research and Strategic Partnerships at OIEU, I report to the Vice President of EU, who is ultimately responsible for the direction of OIEU within the context of EU's multicampus model, which includes EU, OIEU, Campus North, and Campus West. As a public post-secondary educational leader, my approach to leadership is rooted firmly in creating a shared collaborative vision and enabling actions to achieve that vision. The primary leadership models employed within this OIP will consist of a humanistic framework comprised of transformational and distributed leadership approaches. As a leader, I aspire to provide a valuable educational experience to OIEU's stakeholders and contribute to the scholarship and advancement of the ocean industry locally, nationally, and internationally, which aligns with OIEU's (2021) mission and vision. To achieve

this, it is incumbent upon OIEU to inspire a collective vision among the stakeholders and empower them to realize that vision. In doing so, leadership will work to the team's strengths and abilities and enable the administration to provide stakeholders with the encouragement and guidance to achieve that vision. My leadership style includes understanding my team members' motivators and what makes them tick.

Historically, leadership at OIEU was hierarchical, with a senior management team leading the organization. I sit near the top of the pyramid from a hierarchal perspective, where strategic decisions, plans, and actions are implemented (Appendix A). I have the agency to affect change at this level and mobilize the resources across the organization to facilitate that change. Directly reporting to me is the office of research, with its success hinging on the future development and growth of the graduate programming at OIEU. However, in the collegial functioning of a university, I am but one vote in the consultative processes. OIEU adopting a leadership approach that recognizes the collegiality of a university campus and not top-down forced change is central to the OIP. A more collaborative, distributed leadership model is proposed to help achieve the change required to meet OIEU's full potential.

Distributed Leadership Model

Jones et al. (2012) indicated that a less hierarchical leadership approach in higher education sectors has better results. For example, new programs developed at OIEU have a much better chance of approval at the academic committee levels that are comprised of many informal leaders than if formal leaders dictated the program's structure within the organization. Leadership at OIEU needs to provide vision, direction, and support for team members, empowering them to succeed. A distributed model achieves its results through the interactions between leaders, followers, and circumstances (Spillane, 2005).

Leadership must consider the drivers for change and understand that one must be skilled in change management to inspire others to follow and successfully effect change (Kavanagh & Ashkanasy, 2006). Specific drivers for change will be considered in full later in this chapter. Jones et al. (2012) contended that organizations like OIEU need to build leadership in a more participative and collaborative approach, acknowledging hierarchical leadership structure but focusing on individual leaders' (formal and informal) traits, skills, and behaviours to effect change. The distributed model will need engagement at all organizational levels to include formal and informal leadership. The community of OIEU has leaders, formal and informal, throughout the organization, and creating the motivation to change discussed in Chapter 2 will need to consider all parts of the organization. Empowering those across the organization will need to be approached at all levels, enabling a better chance for success.

Following the conceptual leadership model illustrated in Appendix B, a leadership approach enables, enacts, encourages, evaluates, and encourages the change initiatives needed to move the organization along its desired path. Rottmann (2007) stated,

Organizational leadership does not attribute ultimate influence to individuals in formal authority positions who then distribute responsibility to those below. Rather, it attributes influence to the dynamic and relational interactions of members brought together by an organizational structure, identity, or common purpose. (p. 55)

Gaubatz and Ensminger (2017) suggested that informal leaders as change agents enhance the chances of successful change. They sit at the fulcrum that could facilitate change in a difficult position. The processes and procedures that allow an organization to function depend on the informal leaders within the respective systems (Jakobsen et al., 2021).

This logic contends that distributed leadership processes will also relate well to systems theory. They consist of strategies spread across the institution involving systems, relationships, initiatives, and practices rather than characteristics of leaders in leadership roles (Alfadala et al., 2021; Bolden et al., 2008; Canterino et al., 2020; Jakobsen et al., 2021). Change leaders must be institutional architects, analysts, and system designers. They know the organization's workings and the formal and informal leaders and can be early supporters of a proposed change initiative. Understanding the interrelatedness of the organization's subsystems facilitates knowledge of the cause and effect of changes in other parts of the organization. Success is fostered through a clear vision of how OIEU will embrace its degree-granting authority to provide a credential framework worthy of its expertise and history. It will involve the essential tasks of dividing the work and understanding both organizations' rules, roles, policies, and procedures to reach OIEU's full potential as a campus of EU. The change and resistance to change evident in the OIEU governance and credential dichotomy can be rooted in a lack of change management and limitations to the leadership approach or perceived lack thereof taken to this point.

The merger of OIEU and EU is analogous to an organizational union, and the theory of corporate culture can explain some of the cultural sensitivities of that merger. After three decades of behaviour, we continue to see OIEU approving programming through the college framework or the EU framework, with no evidence of crossover pathways developed between the two since the early degrees of the 1990s. Therefore, OIEU continues to operate two separate higher education organizations within one.

Much of what we see today is the deep-rooted culture at OIEU. OIEU struggles to maintain its identity and continues to cling to its comfortable and familiar community college roots, perhaps as a protection mechanism against the merger, without fully acknowledging

OIEU's successes at the undergraduate and graduate levels. It is essential to understand that the change implemented by joining the two organizations was significant for OIEU. While not apparent at first, the move was a pervasive change in governance and authority that affected numerous offices and units across the institution; deep, touching upon values, beliefs and structures are intentional and occurred over time (Eckel & Kezar, 2003). Evaluating culture and leading a planned change must be carefully designed and executed. Schein (2017) indicated that assessing a personality or culture without reason can be an endless and pointless exercise. The OIP will follow steps to determine or decipher culture and develop a change management plan that leadership must follow to reach OIEU's full potential. Complementing distributed leadership will comprise elements of transformational leadership. These concepts are described in full in Chapter 2 of the OIP.

Transformational Leadership

Transformational leadership is defined as a leadership approach that causes a change in individuals and social systems. Its ideal form creates valuable and positive change in the followers to develop followers into leaders (Bass, 1985; Burns, 1978). Northouse (2019) described transformational leadership as being concerned with emotions, values, ethics, and long-term goals. It is a process that changes and transforms people by understanding who they are, their needs, and how a leader can satisfy them. An essential outcome of this approach will develop new insights, define a vision, and foster a setting that embraces a move towards optimism (Hennayake & Maldeniya, 2021; Islam et al., 2021; Nienaber et al., 2015). The culture described here runs deep at OIEU, and leadership must keep this in focus as it moves towards its vision. Transformational leadership approaches fit within my PoP, as the efforts promote an

environment infused with trust, collective culture, and knowledge creation (Nienaber et al., 2015).

As a public post-secondary educational institution leader, an approach rooted firmly in a shared collaborative vision and enabling actions to achieve that vision is needed.

Transformational leaders can nudge followers towards a new level of shared meaning by supporting individual self-awareness and acknowledging the importance of intellectual stimulation and personal viewpoints (Bass & Riggio, 2006). Within this OIP I will leverage a distributed leadership approach coupled with transformational leadership styles as the theoretical leadership practices in developing a credential and governance structure to embrace the traditional strengths of OIEU and the opportunities afforded to it through its degree-granting abilities.

In summary, collegiality is at the heart of successful leadership practices at post-secondary organizations. As a formal senior leader within an organization, it is vital to recognize that collegiality and distributed leadership models coupled with transformational approaches will enhance the success of any change initiative. The problems currently faced by OIEU can be addressed with collective vision and leadership.

The Problem of Practice

OIEU presents itself as a thriving institution conferring academic credentials ranging from a single-day certificate to Ph.D. programming. Nevertheless, as new programs are created, there is a propensity to direct approval to the OIEU-controlled Academic Council instead of the EU Senate. OIEU tends to marginalize the EU Senate as a path of last resort. Similarly, the EU Senate process appears to have no insight or perceived interest in diploma programming at the OIEU Academic Council level. For example, several new post-graduate certificates were created

in the early 2000s as advanced diploma certificates instead of graduate certificates or graduate degrees. While both have similar graduate and admission profiles, the authority of approval rests with different bodies within the organization.

Similarly, one faculty proposed a new 4-year degree program only to have the academic staff at the committee level reject the proposal. Committee members articulated a loss of control as the primary reason for rejection. They steered the new program to the old diploma/degree model to ensure OIEU could control the process.

While the core identity and culture of OIEU were shaped and ingrained in the process that supported the pre-amalgamation program, a marked shift in the student demographic saw numbers continue to grow in the programs at the undergraduate and graduate levels. In 2021, over 50% of the OIEUs student body are enrolled in programming at this level (Usher & Burroughs, 2019). Pressure also exists to transition several flagship pre-amalgamation programs to degrees, including nautical science and marine engineering. OIEU confers a diploma of technology after 4.5 years of study in these disciplines, with the option to study for a degree after an additional 1.5 years of study, totalling six years of study.

As illustrated in Appendix C, a scan of members of the International Association of Maritime Universities (IAMU), there are many international organizations that confer a degree in the same subject area. Given that these organizations model curricula after the International Maritime Organizations, one would contend that all should be at comparable levels and durations. However, OIEU continues to deliver this programming at the diploma level when it is suitable for baccalaureate-level credentials.

Still, there is resistance within the OIEU community, even after acknowledging the ethical responsibility to give our students an equal footing with those entering the profession

across the globe. Student and industry stakeholders continue to advocate for a baccalaureate credential to ensure its graduates compete on the global stage with graduates from other organizations offering bachelor's degrees in the same subject area. This, coupled with a declining student demographic in Canada, will require OIEU to recruit on an international stage to maintain program levels.

Credentials at the appropriate level will serve as an essential resource and strategy in developing economic growth for people, organizations, and societies. Functionally defining the credential as a tool for equity is important, as it provides an individual with a tangible certificate to help them succeed. Providing students with tangible outcomes in a manageable amount of time will form the basis of an equity consideration. Asking students to spend 5.5 years to complete a credential that internationally can be achieved in half the time speaks to some of the inequity created through the credential duality at OIEU.

The OIP will help define a path to a future reality where OIEU embraces its capabilities to confer credentials across the spectrum of diplomas to degrees, taking full advantage of its ability to create programming at various post-secondary levels. This objective has been evident in the last two strategic plans put forward by OIEU (2005, 2019), but there has been a lack of evidence of implementation plans to realize this potential. In the most recent strategic planning exercise, Usher and Burroughs (2019) articulated the priority of OIEU to grow and expand degree programming. Senior leadership and staff view this as essential to the Institute's success.

The Problem of Practice Statement

Twenty-eight years after the amalgamation of Ocean College with EU, OIEU does not fully accept its position as a degree-granting campus of EU and promotes traditional diplomas where degrees are warranted. OIEU leadership, who provide direction and influence to program

development, have not articulated a strategic plan to fully embrace the degree-granting authorities enacted through the amalgamation, leaving academic programming systems to choose between traditional diploma programming and degree routes. OIEU now operates in two independent spheres, resulting in a culturally divided institution between two governance models. OIEU continues to use its non-degree academic program approvals through its independent Academic Council, while some programming proceeded through traditional Senate processes of EU. In 2022, with many students and industries demanding higher-level credentials, OIEU continues to hesitate on converting new or long-standing diploma programs worthy of baccalaureate status to the level they deserve. New and old programming is approved through the college structure, not taking full advantage of the status afforded through university-level programming if approved through the Senate. What strategies can be implemented to embrace the strengths OIEU has at all academic levels in the credential pathways available to it such that resultant credentials are recognized within the national and international credential framework?

Framing the Problem of Practice

This section will begin by framing the problem from a simplistic structural, functional perspective, followed by a more fulsome treatment of the interpretive cultural paradigm. Finally, an iceberg metaphor is introduced to build on the cultural underpinnings of the problem, concluding with some contextual forces shaping the PoP and the guiding question that will shape the process necessary to facilitate change.

Functional/Structural

Bolman and Deal (2017) stated, “Organizations are complex, surprising, deceptive, and ambiguous, they are formidably difficult to comprehend and manage” (p. 80). Deconstructing the organization using functionalist theoretical elements provided significant insight to the POP.

Burrell and Morgan (1979) defined functionalism as an attempt to provide rational explanations for an organization's affairs. An organization is a structure with interrelated parts designed to meet the organization's structural needs. EU, founded in 1929, has established a system of processes, identities, and functions that allow the university to function. The offices of admissions, registration, and student services and the faculties that deliver programming and pursue research have, over time, developed policies, practices, and procedures that enable a smooth running of the machine that is EU. Conceptualizing the university as a machine with well-oiled parts and functions fits nicely into the functional paradigm and helps explain its purpose.

Organizations divided into tasks, goals, aims, and objectives are fundamental mechanical devices invented to perform goal-oriented activities: pursuing higher education (Morgan, 2006). By extending the same machine analogy to OIEU, we see there is a system with many of the same offices, functions, and purposes but with a different set of gears running a similar machine; 28 years after amalgamating, the offices still exist, with sometimes only dotted lines of reporting to similar offices at the EU. If we extend the machine metaphor to that of a car, we can see EU as a sizeable full-size sedan (a Cadillac) and OCEU as a subcompact (a Chevette). Each has all the functions to move from point A to point B, with structures such as engines, alternators, carburetors, wheels, and other parts to achieve its primary goal. Simultaneously, even though the parts serve the same function, they are not interchangeable. Both sets of features act as a system in achieving its desired mission.

Lessnoff (1969) suggested that systems with their instilled values, policies, and regulations empower people to follow their values and rules. A systems theory approach that encompasses all aspects of an academic organization in delivering on the organization's mission

is critical. In addressing a problem within an organization, a leader cannot simply see the organization as a sum of parts but must approach the problem holistically and focus on the interaction of the system's parts with one another (Ueland et al., 2021). The general notion of system theory is a focus on interaction. The function of a single element in the system is different when studied in isolation from how it behaves while interacting with other components (Mele et al., 2010; Ueland et al., 2021).

When two somewhat different systems and the people within them come together, there are frictions about what values, policies, and regulations are adopted. From a functionalist/structural perspective, the PoP would focus on the disorganization in the systems caused by the imbalance created when each system comes together; at this time, the machine's subsystems are not working towards the same goals. We cannot build a Chevette from a Cadillac and vice versa. However, when we continue to reflect on the problem, the organizations' people come more and more into view and less and less the machine.

Interpretive/Cultural

Deconstructing the PoP by incorporating interpretive considerations with cultural elements further clarifies the complexity of the problem and contextualizes it. Putnam (1983) described the interpretive paradigm as including a subjective view of reality from those involved in the organization. It is centred on the meanings and actions of those involved and, most importantly, how individuals affect reality. We need to consider how human beings' subjective interpretations affect change. People's effect on reality includes an organization's culture and how we do things around here. Farmer (1990) defined an organization's culture as "the total of the assumptions, beliefs, and values that its members share and is expressed through "what is done, how it is done, and who is doing it" (p. 8). Lumby (2012) and Schein (2017) indicated that

while defining culture is challenging, each definition holds a common thread in human behaviour and physical setting. For this OIP, I will use Schein's definition of the culture of a group as:

the accumulated shared learning of that group as it solves its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, feel, and behave in relation to those problems. This accumulated learning is a pattern or system of beliefs, values, and behavioural norms that come to be taken for granted as basic assumptions and eventually drop out of awareness. (p. 6)

As Bolman and Deal (2017) indicated, the organization's complexity shapes insights into the problem. The problem is more on the subjective side of process and regulation than the objective view. How people perceive the methods and ownership is fundamental to understanding the friction created by an organization's change. The OIEU, rich in history and culture, may feel threatened by the more prominent EU and fear losing its identity.

Culture is defined as "the deeply embedded patterns of organizational behaviour and the shared values, assumptions, beliefs, or ideologies that members have about their organization or its works" (Kezar & Eckel, 2002, p. 438). As Schein (2017) articulated, the levels of culture, including the artifacts, espoused beliefs, and values, coupled with the basic underlying assumptions, are essential to explore if we are to get to the root problem presented here. The resistance or perceived resistance of OIEU moving more programming to the Senate structure will be investigated from within the systems and processes of the organization. The functional systems exist to allow the transition, but a pathway to achieve it is lacking. OIEU continues to hold on to institutional artifacts and isolated systems that contribute to the stuckness of the

organization (Mele et al., 2010). Without understanding the deep-rooted values and beliefs, we will not know why there has been little action on the transition.

Schein's (2017) definition of culture states that an organization's actions and reactions to external pressure are somewhat second nature, with members unaware of how an organization's culture will shape the response. Parts of an organization's culture are often just below the surface and taken for granted; they fade into obscurity. Keup et al. (2001) articulated that one does not evaluate the impact on decisions, behaviours, and communication or consider an organizational culture's symbolic and structural boundaries until forces test it. While we have little to no insight into what the internal culture of OCEU was like in 1992, artifacts of its level of readiness for the transformational change thrust upon them remain.

The concept of maintaining ownership and process by OIEU has been nourished by the cultural resistance to assimilate to something foreign and jeopardized their way of doing things. OCEU continues to move towards a full campus of the EU, struggling to maintain its place in history as it transitions to a modern campus. Understanding EU's cultures and subcultures combined with the cultures of OIEU will help define an approach to the PoP. Following Lumby (2012), the OIEU sub-culture is an example of the group providing protection and self-affirmation while resisting the change to adopt an inclusive governance structure. Culture is valuable, rare, and imperfectly imitable (Akpa et al., 2021).

Culture and the Iceberg Metaphor

An iceberg is not a rare occurrence here on the east coast of Canada. It was created thousands of years in a glacial setting, beautifully shaped by wind and waves as it meanders through the North Atlantic. As an iceberg observer, we see less than 10%, but we know through grade school learning that 90% of its mass is beneath the surface, out of sight, but we know it is

there. We can also extend this knowledge that if 90% is below the surface, it must significantly affect what we see and how it moves and reacts to the wind, waves, and other forces acting on it. Like the iceberg, organizations have a history that shapes what they are today, and that history is a big part of what creates an organization's culture. Analogous to studying both organization and change theories, one needs to study this iceberg to know why it moves. What effect do internal or external forces have on its trajectory?

As defined earlier, Bolman and Deal (2017) described organizations as complex and challenging to understand. Not unlike the iceberg, the exact definition can be extended to culture. Culture will be integral to change planning, which includes understanding embedded patterns of organizational behaviour, the shared values, assumptions, beliefs, and ideologies that members have about their organization and how it works (Kezar & Eckel, 2002, Schein 2017).

Higher education leaders need a level of understanding to be successful change agents and leaders in these organizations (Ueland et al., 2021). A conceptual framework that includes the organizational frameworks, system, and change theory underpinned with culture will form the basis for the OIP. The conceptual framework used to approach the PoP will consist of the underpinning theoretical concepts mentioned in this section. Figure 1 illustrates the conceptual frameworks for the PoP as it relates to organizational and change theory and the iceberg metaphor.

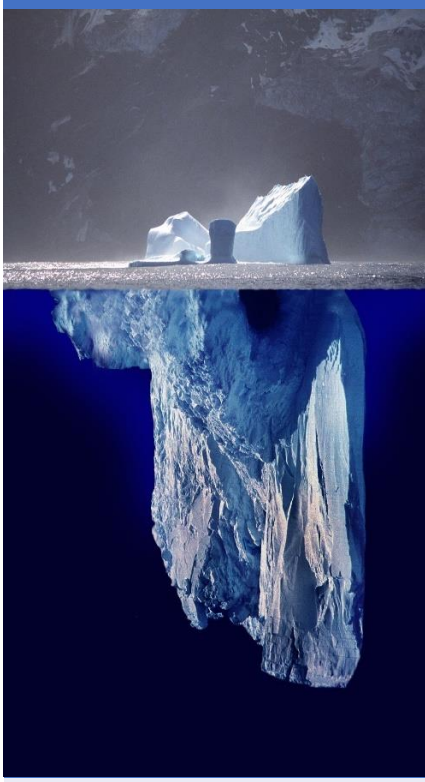
The theoretical perspectives considered could be overly simplified to include the subjective and the objective as the organization is analyzed, revealing the seen and unseen parts of the iceberg. Objectively, the functional and structural theoretical frameworks look at an organization simply as the rules and procedures that make it operate; the machine metaphor was

used with the cogs that drove it. This view eliminated the organization's people and, in turn, culture.

Conversely, reframing the organization from the subjective perspective, including the interpretive and cultural organizational frameworks that depend on the people and culture that make an organization tick, requires a deep understanding of culture. One needs to understand the organization and its culture. One needs to understand the type of change an organization is embarking on if any change is to be successful.

Figure 1:

The Iceberg Metaphor as Culture, Organization, and Change

	Culture (Schein, 2017)	Organizational Framework (Bolman & Deal, 2017)	Change Theory (Kezar, 2018)
Artifacts, (What we see) Visible organizational structures and processes	Objective	Structural Functional	Scientific management Institutional concerned with first-order types of change
Subjective	Values (What we Say) Strategies, goals and philosophies (espoused justifications) Ideals, Goals, values and aspirations		
Underlying assumptions (what we believe) Unconscious, taken for granted beliefs, habits of perceptions. The ultimate sources of value and actions.		Interpretive Cultural	Evolutionary Social Cognition Political Cultural Second-Order Change

Note: Image sourced from Kils (2005)

Guiding Questions

It is understood that many of OIEU's successes can be attributed to a solid institutional identity. How will OIEU maintain its secret sauce, the unique elements such as its identity and

culture that help the organization stand out? How does leadership address such a merger's challenges as it moves towards a model that will maintain OIEU's identity while embracing the degree-granting ability afforded it through the 1992 amalgamation? The duality in academic programming pathways created by the OIEU merger is critical to the OIP. Understanding the cultural underpinnings that have perpetuated the academic pathway duality will be instrumental in helping define a plan to address the necessary change. The OIP will consider three guiding questions with this in focus:

1. What strategies can be implemented to embrace the strengths OIEU has at all academic levels in the credential pathways available to it such that resultant credentials are recognized within the national and international credential framework?
2. Second, what does a decision-making process look like that will help faculty and administrators set out on a path to the most appropriate credential model, not dismissing either of these stakeholder groups within the mandate of OIEU?
3. Finally, is there a potential for EU to see the power of OIEU as a conduit for micro-credential development and delivery with processes that are in place to help facilitate that?

The OIP hopes to see OIEU realize the increased potential of becoming a degree-granting institution while maintaining its unique identity and culture to strengthen the successful organization it is today. Its success is measured in the eyes of its stakeholders, the students, faculty, staff, and public, who see OIEU as a jewel in the crown of EU. It is the moral responsibility of the leadership to improve upon the current state where OIEU is not perceived to be on an equal footing with the other EU campuses, thus providing a social justice motivator for the OIP. Credentials designed and conferred at the appropriate level will remove financial and

time barriers for students, as ignoring the credential duality has increased confusion in the credential landscape. Students at OIEU enter society with credentials that are sometimes perceived as lesser than their colleagues from other organizations, even if the quality of the education is on par or greater.

Leadership Focused Vision for Change

A vision for change is grounded in culture, change readiness, resistance, and change planning. Using the conceptual framework of the complex systems of university campuses and the cultures created within them, I will explore the gap between the current state at OIEU and the desired state. Core to this conversation is culture and how the stakeholders involved affect the change process and will be integral to its successes.

The history and culture of OIEU have been described in previous sections. The strong identity of an organization that is respectful and responsive to all stakeholders has led to its success. It has been described externally as the jewel in the crown of EU for some of these very reasons. However, the organization has an ethical and moral responsibility to fully utilize the legislation that created OIEU and was enacted to provide diplomas, certificates, and degrees in ocean-related subject areas. The OIP will address some of the duality in program implementation and confer credentials at the proper level.

Examining the PoP from an equity lens is very important. The context of equity will extend past the student who receives the proper credential levels. Consideration will be provided for the faculty members who anecdotally have been considered less than the faculty of the EU. This also includes viewing the leadership of OIEU on equal footing to its analogs on the EU leadership teams. Equity at the micro, meso, and macro levels will need to be acknowledged. Still, the primary equity lens will be at the meso level and the equity in academic credentials

approved by the organization. Using the systems approach to the organization, the operations at each level will be instrumental in facilitating change. From the vice president to the recruiter, all levels of the organization must embrace a shared vision and work towards that. How OIEU perceives itself within the EU community is grounded in its equal partnership in the amalgamation. However, three decades of doubt, reaffirming the outside forces at play to assimilate, will provide unique challenges to addressing the culture that has made OIEU strong and resisted the complete transformation to the degree-granting institution. History has created new internal cultural resistance that shapes decisions and resists organizational change.

Change Drivers

With the PoP focused on context, theoretical frameworks, and considered change models, one must consider the drivers of or for change. Drivers of change can be defined as events, activities, or behaviours that facilitate the implementation of the desired organizational change (Whelan-Berry & Somerville, 2010). Whereas the drivers for change can be described as the pain or dissatisfaction that an organization is experiencing that creates the desire for change (Schein, 2017, Whelan-Berry & Somerville, 2010). It will be important in the OIP to understand the differentiation of drivers of change and drivers for change throughout the change process.

Some key drivers include stakeholder pressure to move programs that remain at the diploma level to the bachelor level to ensure students can compete in the job market on the international stage. This concept is analogous to Whelan-Berry and Somerville's (2010) driver that accepts this change vision as a positive for an organization's stakeholders.

Secondly, there has been a marked decline in diploma-level enrollment, partly due to students and society seeking higher-level credentials. It has been historically difficult to recruit at the diploma level, primarily when choices exist internationally with less time invested for a

higher-level certification. With a substantial decrease in youth entering the post-secondary system in our province, there is a marked need to recruit nationally and internationally. OIEU has seen a significant increase in bachelor and graduate student enrollment and is successfully recruiting nationally and globally at these credential levels. Communicating this as related to the desired change will be instrumental in implementing a successful OIP. Finally, a change in structure has afforded OIEU the ability to confer academic credentials at the university level. Other change-related drivers include employee training, participation, and specific leader's actions; each are assessed to operationalize a successful plan (Whelan-Berry and Somerville 2010).

Current Versus Future State

While the core identity and culture of OIEU were shaped and ingrained in the process that supported the pre-amalgamation program, a marked shift in the student demographic saw numbers continue to grow in the programs at the undergraduate and graduate levels. In 2020, over 50% of OIEU's student body is enrolled in programming at this level (Usher & Burroughs, 2019). Stakeholders continue to advocate for a baccalaureate credential to ensure OIEU graduates are equipped to compete globally with graduates from other organizations offering bachelor's degrees in the same subject area. Pressure exists to transition several of the flagship programs that, for all intent and purpose, exhibit a program curriculum suitable for baccalaureate-level credentials like other similar programs offered internationally in the same subject area. Still, there is resistance within the OIEU community, even after acknowledging the ethical responsibility to give its students an equal footing.

OIEU presents itself as a thriving institution conferring academic credentials ranging from a single-day certificate to Ph.D. programming. Nevertheless, as new programs are created,

there is a propensity to direct approval to the OIEU-controlled Academic Council instead of the EU Senate. OIEU tends to marginalize the EU Senate as a path of last resort. Similarly, the EU Senate process appears to have no insight or interest in programming at the college level.

The OIP proposes to define a path to a future reality where OIEU embraces its capabilities to confer credentials across the spectrum of diplomas to degrees, taking full advantage of its ability to create programming at various post-secondary levels. This objective has been evident in the last two strategic plans put forward by OIEU (2005, 2021), but there has been a lack of evidence of implementation plans to realize this potential. As posited by Cawsey et al. (2016),

Recognizing the need and mobilizing interest are not sufficient—a change leader also needs to communicate a clear sense of the desired result of the change. Change leaders do this by creating a compelling vision of the change and what life will look like after it is implemented. (p. 96)

Kezar (2018) described two major change types: namely, first-order or second-order levels of change. The level of change is an essential characteristic of change when analyzing organizations and perspective changes. I have found that these types can also relate to subjective and objective characterizations. Kezar referred to first-order change as a specific strategy or action, something already there and making it better, changing a procedure, a simple change that does not require a shift in view and belief. On the other hand, second-order change is systemic and involves a shift from the status quo, norms, and beliefs. These changes are more difficult to achieve in post-secondary institutions and need more analysis and planning to succeed.

I have realized that what might seem trivial first-order changes were, in some cases, quickly stalled by the organization's deep-rooted cultural issues. The six schools of thought

related to change described by Kezar (2018) enlightened thinking and allowed one to extend and link the schools of thought to the organizational frameworks studied in organizational theory and, in turn, this PoP. Kezar succinctly defined change as encompassing innovation as driven from within or reacting to external forces through the concepts of adaptation or isomorphism. Isomorphism emerges from institutional theory and refers to the homogenization of organizations, where the organizations are forced to resemble others involved in the same environment (Cardona Mejía et al., 2019). While the future state might look compelling, getting there will require the first step. Coupled with a vision of change is an organization's readiness to change, which will be described next.

Organizational Change Readiness

Within a change process comes the need to assess an organization's capacity for and readiness for change. The transformation required to address the PoP at OIEU will require a fulsome study of the culture within the organization. To enable the organization to unstick itself from its current position will require careful consideration of its readiness to embark on the journey that will embrace its degree-granting abilities. Of course, in any change process, the concepts of change readiness, resistance to change, and the stuckness of an organization are sometimes overlooked but are essential to any transformation or successful change process (Keup et al., 2001; Lewin, 1947; Schein, 2017). Readiness is a multi-layered concept with some areas of OIEU ready for change while other areas are not. The following section will lead the reader through considerations of change readiness the will show that with a correct plan OIEU is poised and ready for change with the correct plan.

Readiness is reflected in an organizational member's beliefs, attitudes, and intentions regarding the extent to which change is required (Armenakis et al., 1993). Lynch and Smith

(2016) defined readiness as the state in which organizational conditions are such that stakeholders are prepared to engage with improvement agendas. Armenakis and Harris (2009) identified factors that determine an organization's readiness: (a) the gap between the current and future state is explained, and the need for change is also articulated; (b) people believe that the proposed change is the correct change at this time; (c) organizational members believe that they can accomplish the proposed change; (d) the change has the support of key organizational members; and (e) the question of what is in it for them is addressed.

Resistance or readiness to institutional transformation is an essential and sometimes overlooked component (Holt et al., 2007; Keup et al., 2001; Lynch & Smith, 2016). It is relevant to this merger and the modifications needed for the transparent integration of the two organizations. Clark (1984) postulated that this concept of resistance is especially true for colleges and universities due to the continued practice of question and critique, coupled with a wide variety of sub or counter-cultures. These subcultures continue to support their customs, beliefs, and practices, frequently incongruent with the broader university culture.

Yılmaz and Kılıçoğlu (2013) described three types of resistance: (a) blind resistance, (b) political resistance, and (c) ideological resistance. Blind resistance is reserved for the few in an organization; no matter what the change is, they will be afraid of or intolerant of that change. Within OIEU, there are small numbers of blind resisters, and theory suggests it is best to provide reassurance and not pressure these individuals, as a change in any organization takes time. Organizational members having political resistance feel they will lose something of value when the change is implemented. The fears of loss of power, status, position, and role within the organization are typical motivators for political resistance. Finally, there is the ideological

resistance that takes the form of intellectual honesty that the change is ill-informed and will not work, or the organization will be worse off after the change (Yılmaz & Kılıçoğlu, 2013).

The concept of maintaining ownership and process by OIEU has been nourished by the cultural resistance to assimilate something foreign, and that may jeopardize their way of doing things. OIEU continues to move towards a full campus of the EU, struggling to maintain its place in history as it transitions to a modern campus. Embracing OIEU's cultures and subcultures will help define a path towards a structure that will improve the credential duality that is the core question of this PoP. Following Lumby (2012), the OIEU subculture is an example of the group providing protection and self-affirmation while resisting the change to adopt an inclusive governance structure. While the failure to implement planned change can be attributed to many factors, few issues are as critical as employees' attitudes toward change (Rafferty et al., 2013). Related to the resistance and attitude towards change is an assessment of the organization's readiness for change. As articulated earlier, the level of readiness for change in 1992 is difficult to assess, but artifacts of the resistance remain.

Assessment of Change Readiness

To begin to assess the level of change readiness at OIEU, consideration of the organization from the systems theory perspective is needed. An approach should encompass all aspects of an academic setting in delivering on the organization's mission. In addressing a problem with an organization, a leader cannot simply see the organization as a sum of parts but needs to approach it holistically. The general notion of system theory is a focus on interaction. The function of a single element and the people within the system is different when studied in isolation than how they interact with other components and people (Mele et al., 2010).

Following interpretive thinking, the people within the system and their perceptions of change readiness are integral to the success of the OIP. Change readiness at the individual level will also need to be extended to the system level, defined as an individual's "beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization's capacity to undertake those changes successfully" (Armenakis et al., 1993, p. 681). While the level of theory and measurement when studying change readiness has overwhelmingly been at the individual level, researchers have often used these data to make statements about an organization's readiness for change. Focus only on the personal level is problematic because relationships that hold at one level of analysis may be stronger or weaker at a different level and may contradict themselves (Rafferty et al., 2013).

A core concept in evaluating change readiness will include examining core operational areas for health and functionality (Kezar, 2018). These include a clear and meaningful mission with structures to support the mission and healthy governance processes, policies, and streamlined processes that support the organization's mission and vision. Facilities, technology, and the human capacity to carry out its mission are critical, and finally, so is an institutional culture that promotes the values of the mission and vision. This, coupled with a change readiness assessment from various viewpoints, will be necessary to implement the OIP. Kezar's readiness factors checklist (see Appendix D) itemizes a list of questions from the planning, people and leadership, policy, culture, and sensemaking and learning perspectives that give insight into how the OIP might understand readiness from many viewpoints.

Internal Versus External Change Forces

A clear vision for change and communication of that vision will be critical for success with any change initiative. Once stakeholders understand the vision, mission, and goals of the

change initiative, it will enhance the achievements of the OIP. However, it is critical to understand the internal and external forces that will affect the change process. Acknowledging these forces is as important as the plan itself, as it will help identify pitfalls or roadblocks and ensure a full strategy development to address them. As with any force, positive or negative, identifying each will help ensure a smooth change process.

Externally, the forced amalgamation via political decisions is unmistakable in the change process. Politically, the government has mandated, advocated for, and continues to support the transition of OIEU, providing funding for initiatives to support its growth. Understanding that there is increased competition for students is a factor impacting the change, as the demographics in Canada show fewer and fewer students entering the post-secondary landscape, and there is a need to recruit on the international stage if student numbers are to remain at healthy levels. Economically, we see increased pressures on public funding and increased tuition dependence as vital factors to the health of organizations. Competing for students in this landscape will enhance the need for an appropriate credential level awarded at the organization.

External pressures to transition flagship diploma programs that, for all intents and purposes, exhibit program curriculum suitable for baccalaureate-level credentials like similar programs offered internationally in the same subject area (Appendix C). Stakeholders continue to advocate for credentials at levels afforded by the university status afforded by the merger.

Internally, the forces to maintain the status quo are evident within the organizational context of OIEU, like many organizations faced with change. These forces have been described anecdotally as a fear of being assimilated, losing identity, and losing the elements that make OIEU unique and different from other post-secondary organizations. There have been indications of internal budget change models where the budget will follow student numbers from a budget

perspective. The inner change could affect the nature of the applied programs that have been the traditional strength of OIEU. College programs are inherently applied in nature. Losing this applied programming or fear of losing it will be a significant force.

The future state of OIEU is that of a full campus of the EU with a vibrant proud culture taking advantage of the range of credentials it can provide to the stakeholders it serves. To do this will require an understanding of the cultural impediments to the changes needed to reach this future state. The political resistance exhibited by the OIEU culture is more concerned with actions that see efforts of stakeholders have acted to protect the OIEU from the EU, protecting OIEU from something that was not a threat but more of an opportunity.

In summary, OIEU is, in fact, ready for change. What is missing is a plan for that change, and that omission of this plan is perhaps what has kept OIEU stuck in its current pattern of an organization operating in two academic spheres. Embrace the existing structures to realize the full potential of its credential pathways is possible and within reach.

Chapter 1 Summary

This chapter introduced the reader to OIEU, a campus of EU faced with a tremendous opportunity as it continues its transition to a campus of EU. However, a duality in the academic approval process has limited the progression of OIEU. A change is required to develop and implement strategies that will embrace OIEU's history and enhance its newfound degree-granting abilities, allowing OIEU's programming to progress at appropriate levels within the Canadian and international institutions' credential framework.

Change is often complicated and faces resistance and obstacles. OIEU perhaps fears losing its identity and fears that there is no plan. Since its inception, OIEU has developed a solid cultural identity that can contribute to its successes, both past and future. This culture, while on

the one hand is seen as the resistance to the desired change, can also be perceived as the energy needed to effect the change in academic credentials positively. This contextual information has identified a need for collegiality and a distributed leadership approach to change, coupled with a detailed change plan that will begin the process of OIEU taking its place as a campus of EU.

Keeping culture in focus, the people of OIEU are the key to a plan that will see the campus strengthened. There is a moral responsibility of the leadership at OIEU to help the organization, and its many stakeholders take their rightful place as full partners in the organizational merger of OIEU and EU. The following two chapters will detail a plan to address the problem at OIEU and a framework to evaluate, monitor, and adjust the plan throughout the strategic planning processes already in place at OIEU.

Chapter 2: Planning and Development

Five major sections are the focus of this chapter. The leadership approaches to change will be followed by the framework used to lead the change process and a critical analysis of OIEU as an organization within the context of the problem of practice (PoP). The subsections of this chapter will further position and prepare the reader for the solutions and planned changes that the OIP will address. The organizational analysis will present and evaluate several possible solutions to identify a preferred solution. Finally, the ethical leadership considerations in the organizational change process will be discussed.

Leadership Approaches to Change

Historically, leadership at OIEU was hierarchical, with a management team leading the organization. Many of the drivers for change and the vision for change were not widely communicated to the stakeholders, or in some cases, they were not listening. A small insular group of people drove changes, seemingly without a clearly articulated plan for all stakeholders. Recognizing the lack of a change plan in earlier initiatives, a new approach to change is required if the proposed changes are going to be successful. My leadership approach to change prevalent within this OIP will include a humanistic leadership framework built from transformational and distributed leadership theoretical concepts. It will involve relationship-oriented leadership, increasing group members' cohesion, and influencing group efficacy (Wirawan et al., 2019).

Collegiality is at the heart of successful leadership practices in post-secondary organizations (Jones et al., 2012). As a formal senior leader within an organization, I strongly believe that collegiality and distributed leadership models coupled with transformational approaches would enhance the success of the proposed change initiative. The problems currently faced by OIEU can be addressed through a collective vision, leadership, and communication.

Such a change will require a shift in long-held institutional assumptions and behaviours, ultimately requiring a culture change.

The people who occupy the organization's subsystems hold attitudes and beliefs around the approval of academic credentials, their administration, and the ultimate ownership of the processes that enable their delivery. These people, often in informal leadership positions, can affect the organization's decisions and ultimately strengthen the dichotomy that exists within the organization. I will need to work with stakeholders across the organization in formal and informal leadership positions is necessary (Tierney & Lanford, 2018). Eckel et al. (1998) describe this required type of shift as needing to be intentional throughout the organization.

Jones et al. (2012) indicated that a less hierarchical approach to leadership in higher education sectors would perhaps affect the necessary change. A more collaborative distributed leadership model would help achieve the change required to allow OIEU to eliminate the credential duality. As one of the senior leadership at OIEU, I will provide a vision, direction, and support for team members, empowering them to succeed. I will consider the requirements for change and understand that one must be skilled in change management to inspire others to follow and successfully effect change (Kavanagh & Ashkanasy, 2006). Jones et al. (2012) contended that organizations like OIEU need to build leadership in a more participative and collaborative approach. Jones et al. (2012) proposed a distributed approach to leadership that, while acknowledging traditional leadership, focuses on the traits, skills, and behaviours of individual leaders, both formal and informal.

Humanistic Leadership

Humanistic leadership is about trusting others, being ethical, having compassion, and participating as a collective whole (Colbert et al., 2018). Humanistic leadership requires having a

clear and aligned vision, mission, values, and expected behaviours. Canterino et al. (2020) indicated that when mobilizing change, an individual leadership perspective needs to be complemented with a plural leadership view because the distribution of leadership in organizations is a trigger for building a shared vision and direction of change. A humanistic approach to leading individuals demands people and social skills (i.e., humanistic capabilities associated with wisdom, defined as moral imagination), systems understanding, and aesthetic sensibility in the service of the greater good (Waddock, 2016). The success of change at OIEU concerning the defined PoP aligns with a leadership approach that addresses the problem from a systems perspective; trusts the values, opinions, and goals of individuals within the system; and relates to the organization's greater good.

Humanistic approaches to leadership in a systems theory treatment of the organization are connected to the perspective that one can analyze a problem in an organization as a whole and not simply the sum of its elementary parts. Here the focus is on the interactions and relationships between the system elements to understand OIEU's organization, function, and eventual outcomes from the OIP (Mele et al., 2010).

Tierney and Lanford (2018) contended that the key to successful leadership in academic environments is influence, not authority. As a senior leader, I need to be enabling, participative, and distributed in nature instead of directive. Transformational leadership coupled with distributive leadership is critical for change in an academic organization. As a transformational leader, I will have to inspire others to see the future vision, while distributed leadership enables the mobilization of the resources to realize change properly (Canterino et al., 2020). Such engagement will involve ensuring consultation that encourages stakeholders to participate in the process toward a future collective state (Tierney & Lanford, 2018). I will need to empower the

informal leaders within the organization to move forward on the collective vision. Enabling the committee leads, and faculty to realize the possibilities of the change will enable a successful change process.

Transformational Leadership

In Chapter 1, transformational leadership was defined as a leadership approach that causes a change in individuals and social systems. A process that changes and transforms people by understanding who they are, their needs, and how a I can satisfy them. In its ideal form, it creates valuable and positive changes in followers, with an end goal of transforming followers into leaders (Bass, 1985; Burns, 1978). Burns (1978) described transformational leaders as raising their followers' awareness of the importance and value of intended outcomes and the methods of reaching them.

The culture described in Chapter 1 runs deep at OIEU, and I must keep this in focus and capitalize on it as it moves towards its vision. If OIEU is to capitalize on its place in EU's academic structure, it will be necessary for me to communicate this need and collectively raise awareness and blaze the path to achieve it. I must exhibit good role model behaviour to inspire and motivate staff, encourage creativity in solution finding, and, most importantly, effectively communicate a shared mission and vision related to the change. This approach hinges on me working as a partner across multiple audiences and levels to create a supportive, trusting environment working within the OIEU culture to evolve culture (Eckel et al., 1998).

The concept of transformation is crucial, as it contends that I can change others' behaviour. The resistance to change seen as behavioural artifacts, and as such, I might change these behaviours through transformational approaches. Bass (1985) described the efficacy of transformational leadership and how the leader affects followers through earned trust and

charisma. The model has four dimensions, referred to as the 4 Is: (a) idealized influence, (b) individualized consideration, (c) inspirational motivation, and (d) intellectual stimulation (Bass & Avolio, 1994; Hennayake & Maldeniya, 2021; Wirawan et al., 2019).

Idealized influence is, namely, the character of a leader who has the determination, confidence, responsibility, and persistence in decision making so that they are respected, trusted, and made an example by their followers. Inspirational motivation is the character of a leader to motivate subordinates and provide challenges to work beyond their performance standards through high team optimism and enthusiasm. Intellectual stimulation is the character of a leader in assessing problems by increasing the competence of followers through developing creative and innovative ideas or ways to solve problems faced in the organization. Finally, individual consideration describes a leader who can communicate with followers by listening to opinions and paying attention to the welfare of their subordinates so that they can focus on achieving organizational performance (Hennayake & Maldeniya, 2021).

Distributed leadership approaches to change also fit well with transformational leadership, as they are both centred on people and their ability to affect change within organizations collectively. Through distributed leadership and collaboration, organizational improvement becomes a collective responsibility, not just an individual responsibility (Bennett et al., 2003).

At OIEU, a distributed model will need to be considered, as the envisioned change will affect all levels of the organization. This model shares much in common with the organization of shared governance evident in the governance of OIEU (Burke, 2010). Ownership of the problem needs to permeate the organization and be acknowledged at all levels of the organization. Shared ownership will empower people across all levels, formal and informal, to identify the critical

approaches required to address the organization's problems (Jones et al., 2012). Distributed leadership allows individuals to capitalize on their strengths and to benefit from the capacities of others through the interaction of multiple actors, allocating a large proportion of the activity across various formal and informal leaders (Gronn, 2002; Spillane, 2005, Burke 2010). Distributed leadership processes also relate well to systems theory. They consist of strategies spread across the institution involving systems, relationships, initiatives, and practices rather than characteristics of leaders in leadership roles (Bolden et al., 2008).

At OIEU, observing who influences others throughout the change process is essential. The organization's formal or informal leaders often influence all stakeholders' collective thinking and expertise in the operations (i.e., faculty, staff, and students). Capitalizing on the combined expertise of the organizational leaders and professional colleagues working together towards the goals of OIEU will see a significant benefit and will see outcomes more remarkable than the sum of individual actions (Grenda & Hackmann, 2013).

It is also important to discuss a framework to lead OIEU through change. Schein's (2017) model of change aligns with the interpretive and cultural underpinnings of the PoP and will form the basis of the change plan.

Framework for Leading the Change Process

Buller (2015) contended that most people would define change as making something different from what it was. Kezar (2018) succinctly defined change as encompassing innovation driven from within or reacting to external forces through the concepts of adaptation or isomorphism. In contrast, Schein (2017) explained that change begins with a desire to do something different and that learning something new always starts with pain or dissatisfaction.

Van de Ven and Poole (1995) described change in one of four ideological theories, including life cycle, evolution, dialectic, and teleological. In the context of this OIP, I define change within the teleological theory, which assumes that a goal or desired end state guides change. It assumes that purposeful and adaptive individuals populate the organization. By themselves or interacting with others, they construct an envisioned end-state, take action to reach it, and monitor their progress.

The concept of change can be related to isomorphism, adaptation, organizational change, and innovation. Change leaders must consider that the approach to change and their perspective will affect how they lead others through the change process (Buller, 2015). Change results from many factors, some internal to one's being or through external environmental driving forces. From the perspective of this PoP, it is essential to understand that the change implemented by the joining of OIEU to EU was a significant unplanned organizational change that could be tied to the external environment, as described by Kezar (2018). However, the resistance to change at OIEU is internal and will form the basis of understanding and help guide the stakeholders through the change process.

I acknowledge that whatever the change process, people will need to be ready for change if any initiative or operation is to be effective (Schein, 2017). The change required to address the PoP is seen as pervasive, affecting numerous offices and units across OIEU; deep touching upon values, beliefs, and structures will be intentional and will take time (Eckel & Kezar, 2003). Studying the subsystems that enable the administration and delivery of educational opportunities at OIEU and EU is required. The actors, influencers, and decision-makers within each subsystem are integral to a successful change process. The complexity of the systems developed across the

two models was developed and engrained in the culture of the stakeholders over years of successful implementation as separate organizations.

Isomorphism is described as the slow unintentional drift of institutions to become more and more alike (Cardona Mejía et al., 2019). In the context of this PoP, it is described as OIEU becoming more and more like EU. This drift is typically due to external pressures, such as the globalization of organizations, funding models, and forces to conform to a model of higher education organizations (Cardona Mejía et al., 2019). However, resistance to change and OIEU's resistance to isomorphism underpin the PoP. Understanding the storied history of OIEU, systems theory, and cultural underpinnings will permeate the change process.

I want to introduce anti-isomorphism as a resistance to change rooted in culture and tradition. From the perspective of OIEU, this is described as the resistance to being less like EU. The organizational culture at OIEU is one of pride in ownership, pride in uniqueness, and satisfaction of being unique and different. The pride of being unique is vital to consider when studying change from an institutional perspective. When organizations adapt, effect, and resist change, people's agency in affecting change is essential. Understanding this personality or culture will enable change leaders to motivate and empower change agents.

Schein (2017) indicated that assessing a personality or culture without reason can be an endless and pointless exercise. Evaluating culture and leading a planned change must be carefully designed and executed, following the steps of assessing or deciphering culture and developing a change management plan that leadership will need to follow to address the POP.

As an agent of change, it is critical to understand that if one wants to effect planned change or understand the unplanned changes occurring, one must analyze change characteristics from various theoretical perspectives. In referring back to the earlier work of Birnbaum (1991),

Kezar (2018) reported, “Higher education scholars like to emphasize that, as institutions, higher education should maintain traditions and not shift continuously with whims, trends, or public pressure” (p. xii). While this statement might be true in theory, the neo-liberal forces driving educational change are forcing organizations to consider adapting, evolving and reinventing themselves if they want to survive and thrive in Canada's 21st-century landscape of public post-secondary education.

While it is essential to know what to change, it is necessary to understand how to change. Selecting a practical framework for change will enable the leader to work through the successive steps required to enact organizational change successfully. Many change models considered following a similar beginning, middle, and end process. They include unfreezing, awakening or knowing something is just not right in the organization, changing, learning new concepts or enabling the whole organization in a change process, and then finally freezing or internalizing the new ideas, and or implementing and sustaining the change (Burnes, 2020; Cawsey et al., 2016; Kotter, 2012; Schein, 2017). While each model has strengths and weaknesses, a single model will lead to change at OIEU.

The overarching cultural underpinnings in the PoP have led me to use a change model that considers the people of the organization and the systems that make it function as a preferred model. The preferred model will depend on the organization and its stakeholders’ needs and preferences (Buller, 2015). Kotter’s (2012) 8-step change model, as illustrated in Figure 2, was initially considered the preferred change model, as it emphasizes the people within the change process by creating the guiding coalition and empowering employees.

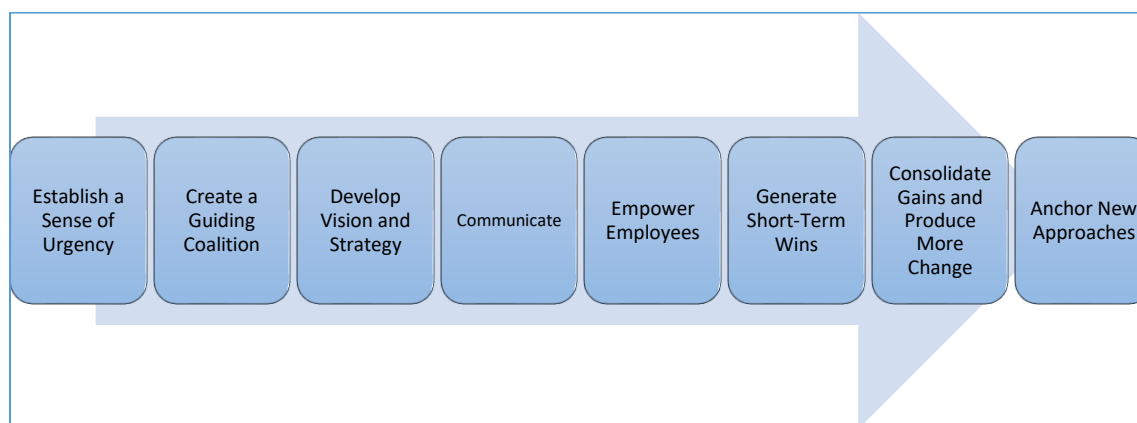
Kotter’s (2012) model considers visioning and communication of that vision, which resonates with the transformational leadership approach to change required here. The model is

congruent with the distributed leadership approach and aligns well with the cultural underpinnings seen within the described problem. However, there were fundamental issues with the Kotter model, and it was related to the lateness of the visioning process, which does not occur until Step 3.

Given the long-standing stuckness in OIEU concerning credential pathways, I believe that the visioning exercise had to start very early in the change process. For this reason, Schein's (2017) adaptation of Lewin's (1947) three-step change process provided this early visioning function and aligned well with the leadership approaches and the cultural underpinnings of the PoP. Increased emphasis on OIEU's position within the post-secondary framework of the province is an essential consideration, as there is a continued feeling of a loss of identity for OIEU. Thus, when adopting Schein's model of change, the emotional and cultural sensitivities present within the organization must be considered.

Figure 2:

Kotter 8-Step Change Model



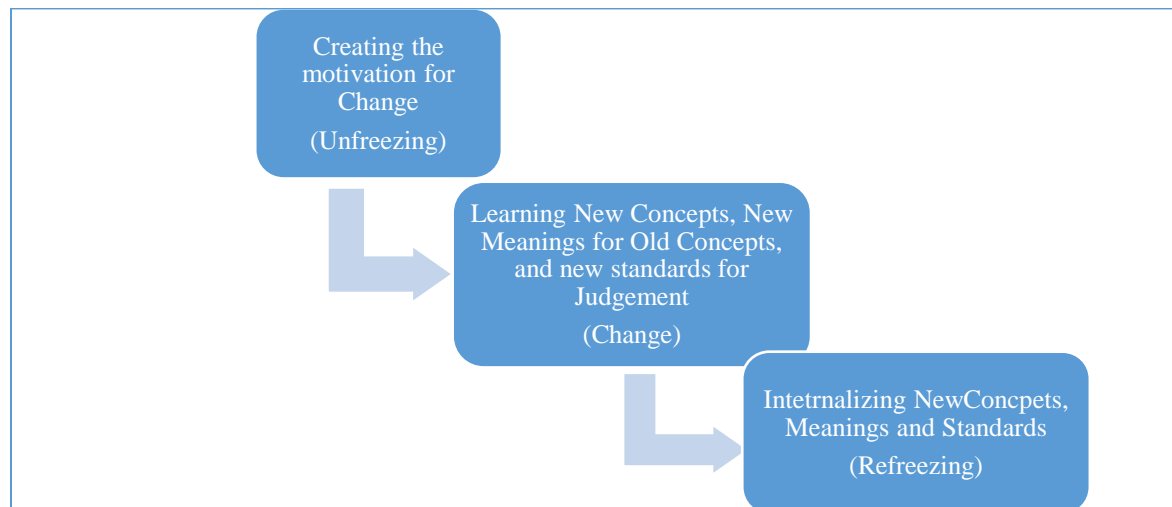
Note. Derived from (Kotter, 2012)

Schein's Model of Change Management

As Schein (2017) described, the stages and steps of change management expand on Lewin's early work (1947). It begins with a desire for change or doing something differently, for learning something new, and always starts with some pain or dissatisfaction. Contrary to Kotter's (2012) model, the initial step is creating the motivation and readiness for change. When considering the PoP, given the long period of stagnation at OIEU, it is necessary to consider the learning and new learning required to make lasting change. Furthermore, Schein (2017) stated that this model would focus on what people must unlearn and relearn.

Lewin (1947, as cited in Cawsey et al., 2016) indicated that the process of unfreezing requires a need to understand the situation and the system as a whole and the parts that make up the system. Based on Lewin's work, Schein's (2017) model of change is illustrated in Figure 3. The change model progresses through three distinct stages: (a) creating the motivation to change (unfreezing); (b) learning new concepts, new meanings for old concepts, and new standards for Judgement (changing); and (c) internalizing new concepts, meanings, and standards (refreezing) (p. 323).

Stage one of Schein's (2017) model focuses on the disequilibrium in a system or organization. The unbalance creates a need for a coping process to deal with the disequilibrium. The unfreezing stage begins by creating the motivation and readiness for change. The stage itself progresses through four distinct subcomponents related to those involved in the transition. These include disconfirmation, the creation of survival anxiety or guilt, learning anxiety that produces resistance to change, and psychological safety to overcome the learning anxiety (Schein, 2017). Unfreezing focuses on the need to dislodge the beliefs and assumptions of those who need to engage in systemic alterations of the status quo (Cawsey et al., 2016).

Figure 3:*Schein's (2017) Model of Change Management*

The concept of disconfirmation is any information that shows someone in the organization that some of its goals or processes are not achieving what they believe they should be. In the case of OIEU, this is related to the dichotomy between the two academic governance models. For example, the propensity of OIEU to continue to produce a credential such as the advanced diploma in the diploma framework that is poorly recognized nationally or internationally. The organization has the ability and authority to propose the certification through the degree framework as a master's certificate or degree that is more recognizable in the national context; this issue is symptomatic of the existing dichotomy. The inability of the organization to close the gap between the two credential frameworks illustrates an inability of the organization to reach its desired goal of producing laddered credentials. This alone does not motivate change, as many could and continue to see this as irrelevant, considering that the credential pathways OIEU continues to implement work despite the limitations discussed in this paragraph.

With disconfirmation comes anxiety, and acknowledging this anxiety within the organization's stakeholders is vital to the model. Schein (2017) described this anxiety in two

forms—survival and learning anxiety. Each is equally real and manifests itself in the early conversations of change. With the disconfirmation of the credential duality discussed previously, stakeholders may deny the problem exists or repress the feelings of the problem to justify their behaviours and actions. As a change leader I must be mindful if I am to facilitate any meaningful change (Schein, 2017). The long-standing processes and procedures of OIEU have served the organization well. New ways of perceiving, thinking, feeling, and behaving are challenging to learn and create what Schein described as learning anxiety.

Learning anxiety often results in a resistance to change, a resistance described in Chapter 1, and will need to be acknowledged at OIEU in the unfreezing stage of the change process. One of the critical reasons resistance to change may manifest in a change program is the fear of losing power or position, loss of personal identity, and loss of group membership. Will OIEU lose its authority over its programming? Will OIEU lose the things that have made them special and different? Schein (2017) described these as rational responses to many situations and indicated that if the survival and learning anxieties remain high, individuals within the system will resist the validity of the disconfirmation and not engage in the change process. The resistance response often manifests as denial, scapegoating, or maneuvering and bargaining. For example, people would say, “The problem is not accurate; please do not assume that it is my fault, or maybe we can continue to do it this way to protect who we are.”

I will need to address the learning resistance to change to affect meaningful change in the organization. Schein (2017) described two fundamental principles that come into play. These two anxieties are associated with learning: “learning anxiety” and “survival anxiety.” Learning anxiety is sometimes referred to as the basis for resistance to change and is defined as a fear of trying something new for fear that it will be too difficult, they will look stupid in the attempt, or

they will have to part from old habits that have worked for them in the past. Learning something new can cast them as the deviant in their groups. It can threaten their self-esteem and, in extreme cases, even their identity (Coutu, 2002).

The second anxiety, survival anxiety, will need to be experienced if an organization or person is going to try something new. Given the intensity of learning anxiety, organizations like people resist new learning unless they experience the second form of anxiety, survival anxiety. Survival anxiety is defined as realizing that you will need to change to survive (Coutu, 2002).

Schein (2017) contended that survival anxiety or guilt must be greater than learning anxiety and that learning anxiety must be reduced rather than survival anxiety increased. Increasing stress about the disconfirmation at OIEU may increase resistance. Therefore, Schein suggested that the organization must decrease the learning anxiety and hope that the survival anxiety reduces, thus creating a place of psychological safety for the change process. Psychological safety is described as people's and organization's perceptions of the consequences of taking interpersonal risks in a particular context, such as in change in a workplace (Edmondson & Lei, 2014). Psychological safety occurs when people and organizations reduce the learning anxieties described earlier.

For unfreezing to occur, people embedded in the systems reduce some barriers to change. Systems, structures, beliefs, and habits become fluid and can shift more easily (Cawsey et al., 2016; Schein, 2017). Schein (2017) listed eight chronological activities that need to happen in the unfreezing stage to create psychological safety for change. Including the need to provide a compelling positive vision for the change is first and foremost. The organization needs to give formal training on all aspects of the change and the people that it will affect. It should provide

the resources coupled with positive role models. Finally, support groups where learning problems can be aired and discussed will help build new support systems and structures.

Stage two of the change process is changing and learning. Within the OIEU context, the systems supporting credential approval, delivery, and support have been tried and true for over 60 years. Schein (2017) described this as a restructuring phase, where intense cognitive engagement in learning new ideas and behaviours is required if a change is to be permanent. It is not until a psychologically safe place is realized that change can occur in OIEU. The cultural underpinnings and resistance are real and palpable within the organization. OIEU does not want to be swallowed up by EU and has created a series of defence mechanisms to resist that change. Once the anxieties of change are reduced, it is here that I will need to provide a compelling vision that OIEU will be in a better place if the proposed changes are achieved. The vision will need to be articulated clearly and shared across the organization. I will need to encourage those involved in the change to learn new concepts and reaffirm OIEU's strength and position as an organization within a larger organization.

Finally, the process of refreezing and internalizing will need to be achieved. It will involve internalizing new concepts, meanings, and standards and incorporating them into a self-concept and identity and, finally, into ongoing relationships within OIEU and EU (Schein, 2017). Lewin (1947) indicated that new learning would not stabilize until the changes are reinforced and the organization sees the actual results of the change with the benefits that come with it. It takes years for change to become institutionalized. Stakeholders in the system will need to adapt to the changes and develop new patterns and habits (Cawsey et al., 2016). The following section will guide the reader through the process of critical organizational analysis, which aims to identify gaps between the current state and the future state to inform the change process.

Critical Organizational Analysis

The change management process aims to revise an organization's direction, structure, and capabilities to address the needs of internal and external stakeholders. Change in an organization is characterized by what needs to be changed, why change must occur, and who must champion that change (Cawsey et al., 2016). Schein's (2017) model of change management described how to lead change, but before offering solutions, one must examine the organization's readiness to change and determine the gaps between the current and future state of the organization. Using an organizational framework for this analysis will enable a clear path of investigation.

As noted in Chapter 1, the general notion of system theory focuses on the interactions of elements of an organization. Systems at OIEU that determine the pathway for academic programming rely on a system of functions across the organization. The role of a single system component is different when studied in isolation than how it behaves interacting with other parts of the system (Mele et al., 2010). Studying the gaps in the organization's subsystems can offer possible solutions to help close those gaps. Cawsey et al. (2016) suggested that organizations are complex and constantly in flux with internal and external factors. A leader needs to entirely understand the interrelatedness and complexity of the organizational components if a change is to be successful. Using a systems model of organizational change as articulated by Maes and Van Hootegeem (2019), came in response to the fact that predominantly linear change models are used for organizational change, often with limited results and no guarantee of success. According to the linear models, change develops in successive steps, which must be followed closely. They contended that a systems model of change could better capture the complexity of change than linear models. Understanding what is to be changed will orient the organization in a framework that will enable change leaders to understand the complex nature of the organization and the

connected systems that support its function. Using Nadler and Tushman's (1980) congruence model will help analyze the gap between the present and the future desired state and determine what must change and how change might occur.

Congruence Model

Nadler and Tushman's (1980) congruence model for organizational change defines four elements of an organization: (a) the work of the organization (what is done), (b) what people are responsible for the work of the organization (who does the work), (c) what are the formal structures and systems of the organization (how it is done), and (d) the informal organization represented by its culture (who makes the decisions). The ultimate success of this model is rooted in the unity between the elements and the foresight to rebalance the system after incremental change processes across various aspects of the organization have occurred. The more congruence or balance between the elements of the organization, the more successful the organization will be in embracing change. However, Nadler and Tushman suggested there is never a perfect alignment between the elements, but the goal is the best fit between the dynamic parts of the organization. Through carefully considering change planning, one change element will affect the other elements; acknowledging this imbalance and allowing the system to rebalance is integral to the model's success.

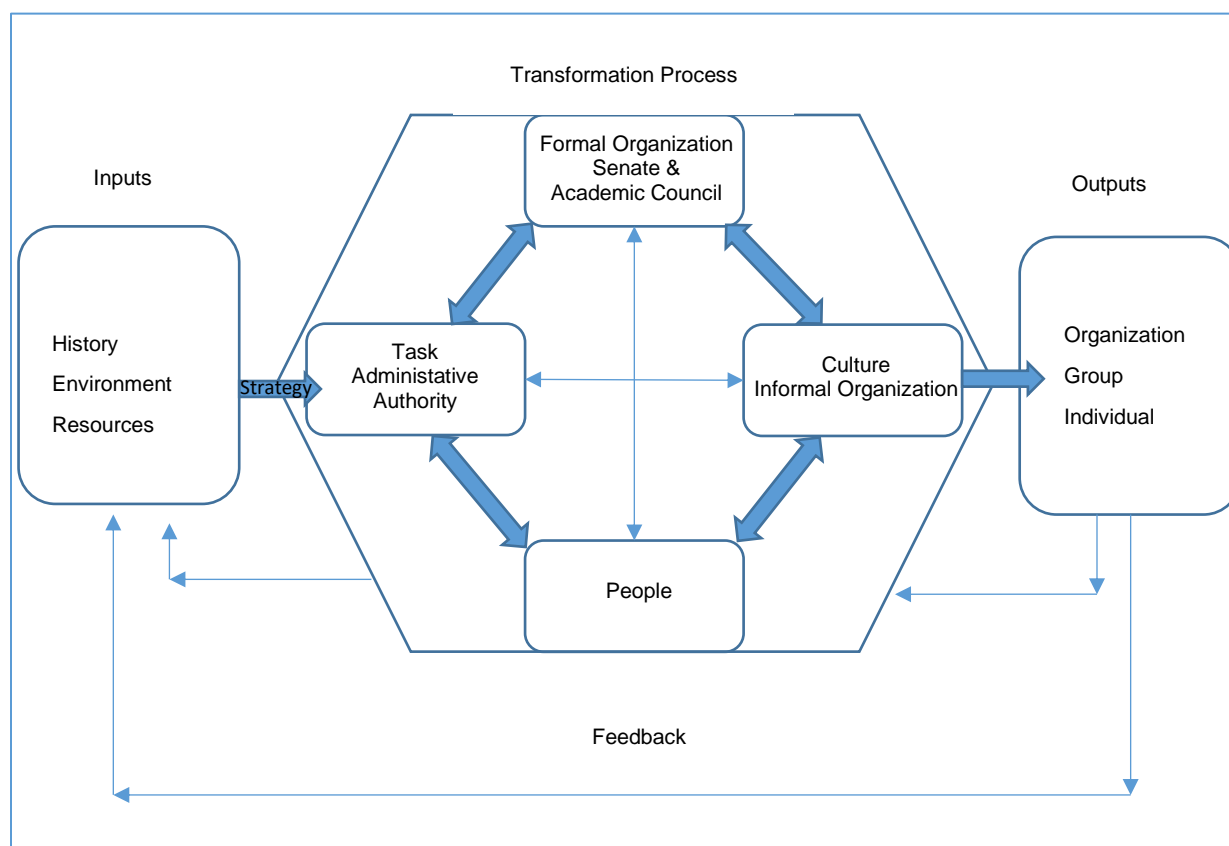
Figure 4 illustrates an adaptation of Nadler and Tushman's (1980) congruence model. Relating the congruence model to this PoP and the credential approval and administration dichotomy at OIEU can describe each of the model elements in the context of the problem.

The transformation process within the model's considers the four elements described above. Within OIEU, the organization's tasks are defined as the system that approves an academic credential and supports it administratively, simplified as the academic authority. The

people within the organization drive the systems, including the faculty and staff that teach and administer each of the programs. The formal organization in this instance includes the Academic Council of OIEU and the Senate of EU. However, the formal organization must also be extended to include the systems that support the administration of the programs, including admission, registration, and graduation. Furthermore, as Schein (2017) defined, the informal organization is its culture and the basic underlying assumptions that can be inferred by observing the system as it works in its current state.

Figure 4:

Organization Congruence Model



Note: adapted from Nadler and Tushman's (1980)

Input

Studying OIEU from the perspective of the congruence model and its success from a change model perspective begins with the inputs to the model. These include resources, the environment in which it operates, and its history.

The historical context of OIEU was described in Chapter 1, but for completeness, a synopsis of the historical context is repeated for the readers' benefit. Cawsey et al. (2016) suggested that history will give the change agent insight into the organization's mission, vision, and strategy. Knowing how the organization manages itself is essential when considering strategy and change. The transition from an independent college to a university campus gives insight into the current barrier to change. From a resources perspective, OIEU is now a campus of EU. Decisions of budget allocation, priority setting, and general function of the campus are led by the VP responsible for OIEU and its leadership team. With this authority comes the responsibility for the organization's strategic direction in alignment with the overarching goals of the EU. These include the academic mission and the administration support that continue to exist within the campus model. While other resources are considered in the organizational structure that supports the infrastructure and keeps the lights on at the campus, human resources will be focused on the faculty and staff that maintain academic programming. The four subcomponents of the transformation processes include the organization's work, the organization's people, and the organization's formal and informal workings.

The Work

The organization's work is the first component in the Nadler and Tushman (1980) transformation process described by Cawsey et al. (2016). It is defined as the diverse set of skills and abilities the organization's offices use to perform the day-to-day activities to pursue its

academic mission. The schools and offices of OIEU support the organization's academic mission and, within that, a series of subsystems to support the organization's overall mission. Figure 5 illustrates the components of the work of OIEU. These are described in more detail later in each academic credential. Still, for this OIP, I will list them as admission, recruitment, the academic diary (i.e., list of important dates), the credit hour system, graduation, examination, and the academic calendar. Depending on what credential is examined, who has ultimate responsibility for each subsystem exemplifies the duality of credentials present within the OIEU system. These will be described in the formal organizational arrangements later.

Figure 5:

The Work of the Organization



The Formal Organization

Formal organizational arrangements include various structures, processes, methods, and so on that are created to get individuals to perform tasks (Nadler & Tushman, 1980). Within OIEU and EU, they are the formalities and responsibilities of academic approval and

administration. The formal organization begins with the enabling provincial legislation that brought the two organizations together in the early 1990s (*OIEU Act, 1991*). The legislation enables the Senate of EU the authority to grant degrees, diplomas, and certificates. Still, it provides OIEU with the authority to give degrees, diplomas and certificates, and other programs in the area of Oceans. The dichotomy within the enabling legislation offers some evidence of the foresight or lack thereof in the amalgamation process. It provides OIEU with denial responses and maneuvering, as Schein (2017) described in the disconfirmation process of change. It provides OIEU with enabling legislation to choose between credential approval and administration pathways.

The academic authority, which is defined in this case as being derived from the enabling legislation of EU, states,

The Senate shall have general charge of all matters of an academic character, and, without restricting the generality of the foregoing, it shall be the duty of the Senate and it shall have the power: to determine the degrees, including honorary degrees, diplomas and certificates of proficiency to be granted by the university and the persons to whom they shall be granted. . . . The EU (*sic*) shall, through the OIEU (*sic*) established under this section and in accordance with the direction of the board and the senate, provide degree, diploma, certificate and other programs in the areas of Oceans (*sic*). (*OIEU Act, 1991, section 56, and section 67*)

The academic approval processes are enabled within the formal organization through the Senate of EU and the Academic Council of OIEU. The composition of each is illustrated in Appendix E. However, two critical components of the composition of the academic approving bodies should be noted here. The formal leadership of OIEU are not, by Ex-Officio status,

members of the Senate, except the VP responsible for OIEU. Other executive team members may be elected as constituents through the Senate election processes and their inclusion in the Academic Council of OIEU. This is noteworthy in that heads described as analogous to deans in the hierarchy are not afforded the same status within the Senate. Secondly, while the Senate is an elected body with representation from various constituencies and offices, the Academic Council of OIEU is comprised of all OIEU faculty members and representation from affiliated councils. It should be noted that a public post-secondary review completed in 2019 recommended a review of the academic governance arrangements of the EU and OIEU campuses to ensure equitable representation across programs and campuses of EU (Kennedy et al., 2021).

The administrative authority of the organization's work is coupled with the enabling legislation, as identified in the previous section. Depending on the academic pathway chosen, who has ultimate responsibility for the subsections of the work is also determined. All diploma-level programming continued through existing academic governance and administrative processes, and the organization's work was the work of OIEU. Recruitment through graduation is the responsibility of the offices and people of OIEU. On the other hand, some of the administrative functions of degree-level programming are the responsibility of the people and offices of EU, not OIEU. While one and the same from an organizational perspective, the identity of OIEU does not always connect with that of EU, especially when a sense of loss of identity and control is prevalent. Figure 6 illustrates the academic and administrative authorities related to programming and who has responsibility for them.

Fundamental structural components within the formal organization must be addressed, as they will require attention in the proposed solution. These include the credit hour system related

to the transfer and stacking of credentials, the length of semesters, and the alignment of important dates within the calendar year as defined in the academic diary.

For degree courses at OIEU and EU, a credit hour is a measure used to reflect the relative weight of a given course toward the fulfillment of appropriate degree, diploma, certificate, major, minor, or other program requirements. A weight of one credit hour typically means that the course meets for lectures one hour per week for the duration of a semester.

Figure 6:

The Academic and Administrative Authority of Programming at OIEU

	Teaching Authority	Academic Approval Authority		Administrative Authority OIEU	Administrative Authority EU
		Academic Council	Senate		
PhD	✓				
Masters	✓		✓		✓
Baccalaureate Degrees	✓		✓		✓
Advanced Diplomas	✓		✓		✓
Diplomas of Technology	✓	✓		✓	
Technician Diplomas	✓	✓		✓	
Certificates	✓	✓		✓	

Unless otherwise indicated, a course usually has a credit value of three credit hours. At the same time, diploma and certificate courses at OIEU do not subscribe to these credit hour systems. Each course is one credit, no matter the effort required to complete it. Courses one hour in duration are assigned one credit, as is one with 39 hours of instruction. While trivial in isolation, a robust credit hour system is needed to ensure mobility between organizations for

credit transfer, stacking, and laddering (Bird et al., 2011; Usher, 2020). Within OIEU, the need for a stable comparator would ensure the equitable comparison between the courses and programs delivered at the diploma or degree levels. Extending on the concept of the credential as the currency and enabling mechanism for promoting educational, social, and economic mobility, ensuring access to portable and transferable programming helps to reduce barriers to access and the mobility mentioned.

The academic diary is related to the credit hour system and level of effort, which describes a semester, its start and end dates, and when other important dates occur. Degree courses at OIEU and EU follow a 12-week semester, whereas diploma-level courses at OIEU continue to follow a 13-week semester. For the same reasons as the credit hour system in isolation, they are somewhat trivial, but they have some consequences in the lens of equal credit for equal work. When considering transitioning a credential from one system to another, a non-credit system has limited transferability to a credit-bearing system without significant articulation and willingness of faculty (Bird et al., 2011).

The Informal Organization

When describing the formal organization, hints of the informal organization that exists at OIEU are evident. The informal organization is defined as the emerging arrangements that include structures, processes, and relationships. It will consist of leader behaviour, intergroup relations, informal working arrangements, communication, and influence patterns (Nadler & Tushman, 1980). For example, within OIEU, regular dialogue and formal references speak of two credential approvals systems. The “us and them” language of the organization permeates conversation and perpetuates the dichotomy. Parallel academic and administrative processes reaffirm the dichotomy.

Degree-level programming is governed by the Senate and somewhat outside the traditional control of OIEU. The processes for approval and administration were those of EU; admission, registration, academic diary, academic calendar, and convocation are governed by the Senate, and they are seen from OIEU's perspective as foreign to "the way we do it around here." As articulated by Lumby (2012), this statement is core to the institutional culture prevalent in the problem now facing OIEU. The administrative units, the traditional faculty, the student body, and in some cases, the senior leadership saw and continue to see degrees as being EU and diplomas as OIEU. This unwritten implicit arrangement influences a good deal of the behaviour within the organization (Nadler & Tushman, 1980). OIEU continues to maintain its autonomous college structure for portions of its programming governance and has been slow to adapt to the academic governance structure of EU. Following Lumby's definition, the OIEU sub-culture is an example of the group providing protection and self-affirmation while resisting the change to adopt an inclusive governance structure.

Schein (2017) defined culture as assumed beliefs and principles about how the world works and how people collaborate to achieve common goals. He explained how culture helps address external adaptation and internal integration problems through shared learning. The organization teaches new members the correct way to perceive, think, feel, and behave. At OIEU, its culture has been created through a history of successes realized in diploma-level programming and the processes and procedures used to manage them.

However, members of an organization often take its culture for granted and do not honestly evaluate its impact on decisions, behaviours, and communication or consider the symbolic and structural boundaries of organizational culture until external forces test it (Keup et al., 2001). One must consider the organizational structure of OIEU pre and post amalgamation to

consider some other factors contributing to the PoP. While there is little to no insight into what the internal culture of OIEU was like before amalgamation, artifacts of its level of readiness for the change thrust upon them by the government-mandated amalgamation remain.

Resistance to institutional transformation is an essential and sometimes overlooked component (Keup et al., 2001). It is relevant to the OIEC-EU union and the modifications required for the proposed change process. The cultural resistance has nourished the concept of maintaining ownership and process by OIEU to assimilate to something foreign and jeopardized their way of doing things, which is the ultimate source of value and action. Clark (1984) postulated that this is especially true for colleges and universities due to the continued practice of question and critique, coupled with a wide variety of sub or countercultures within the informal organization. These subcultures continue to support their customs, beliefs, and practices, frequently incongruent with the larger university culture.

The People

I would be remiss in studying the transformation process without discussing the organization's people. Fundamental in this PoP is OIEU's identity, which is significant in the discussion. While all stakeholders within the OIEU decision-making process are members of EU, there is a cultural affinity to OIEU. Their specific skills and abilities to carry out academic or administrative authority work are important. However, each process's needs, preferences, and perceptions influence stakeholder behaviour and shape how people relate to process and change (Nadler & Tushman, 1980).

Output and Strategy

Within the congruence model, outputs are what an organization produces and, in this case, can relate to the academic credentials of OIEU. Success in a transformation process or

change is measured from the organizational perspective through the individual's system perspective (Nadler & Tushman, 1980). In evaluating the organization's effectiveness in eliminating the duality of academic programming, one must look at how well it meets its objectives, utilizes resources, and adapts to continued political, economic, social, technological, and environmental changes in the post-secondary landscape.

Gaps

Analyzing the four components embedded in the congruence model helps identify three significant gaps within the organization and areas needing change (Nadler & Tushman, 1980). The interaction between the formal organization of OIEU and EU and the informal organization is the area where the most significant gaps are evident. The possible solutions described in later sections will address this gap by articulating administrative and academic authority, coupled with an integrated credit hour system to allow the transferability of credits. Eliminating the duality of credential pathways is a function of the organization's ability to choose between two formal systems. The most prevalent issue with this choice is that the perceived control and authority or the resultant credential realized under each pathway are significant.

Through the nature of resistance to change, the informal system guides the organization to the path of least resistance. There are three possible types of resistance to organizational change: (a) blind resistance, (b) political resistance, and (c) ideological resistance. While blind resistance exists within almost every organization, including true ideological resistance (Yılmaz & Kılıçoğlu, 2013), within the context of OIEU, most of the resistance is rooted in political resistance, where some feel they will lose their power base, status, and role within the organization.

For the purpose of possible solutions, three significant areas within the formal system will need to be addressed, including the administrative authority of the diploma degree or certificate, which includes admission, registration, and ultimate graduation; the alignment of credit hour systems and academic diaries; and the articulated definition of the academic authority as defined by the enabling legislation.

Possible Solutions to Address the Problem of Practice

I propose four possible solutions to the gaps identified in the critical organizational analysis in this section. These include:

1. The status quo;
2. The enhanced senate authority model;
3. The Decanal campus model of a faculty; and
4. The federated college models.

In evaluating each possible solution, a measure of impact on identity and culture for the organization's stakeholders will be articulated, including the resources required to achieve each solution. Each is presented from the perspective of academic and administrative authorities. These stakeholders will include four distinct groups, including students, faculty, staff, and formal leadership as the executive of OIEU.

Solution 1: The Status Quo

The status quo presents a viable solution to a perceived problem. In this case, the status quo has been in place since amalgamation, and the organization continues to operate under the status quo. However, the dichotomy between academic programming is still there, and the deficiencies of this model would need to be acknowledged and mitigated if possible.

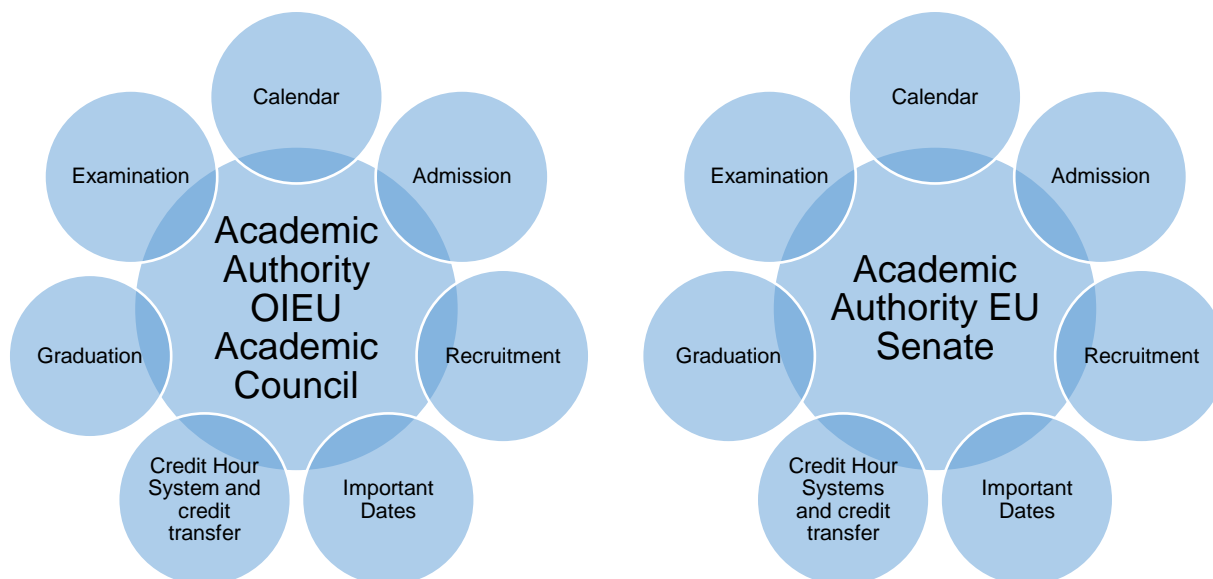
Within the status quo, the academic authority and administrative authority of diplomas and certificates remain with the offices of OIEU. Conversely, the administrative and academic authorities remain with the offices of the EU for degree-level and higher levels of programming. All functions of the organization's work, as illustrated in Figure 7, are relegated to the part of the organization that has academic authority, ultimately the Academic Council of OIEU or the Senate. The academic authorities are the Academic Council of OIEU and the Senate of EU, represented as the larger circles of authority. The smaller circles represent the administrative authority for each credential level, with the administrative credential remaining with the academic authority.

OIEU offers programming with durations of one year up to four years, spanning the continuum of diploma to degree. However, the study duration of each of those years and the number of modules taught each year vary depending on what structure a student is studying under.

One of the immediate actions with the status quo would be the acknowledgement of the dichotomy and a conscious effort to determine what administrative authority new and existing programming fall within for approval and administration. This could be achieved through a detailed analysis of the learning outcomes and the effort students need to put into those learning outcomes as a measure of success. An alignment of the non-credit system for diploma-level programming to a robust credit hour system is essential, enabling transferability between the levels of programming at OIEU and fundamentally between other organizations nationally and internationally. It would also provide the basic building blocks to stack credentials, which will see increased societal pressures as students demand better flexibility in determining their academic pathways (Giani & Fox, 2017).

Figure 7:

Status Quo—Administrative and Academic Authority



Solution 2: The Enhanced Campus Senate Authority Model

Within the provincial enabling legislation, two contradictory articles give academic authority to OIEU. The first grants all academic authority to EU for certificates, diplomas, and degrees, and the second grants academic authority to OIEU for degrees, diplomas, and certificates for ocean-based programming. Using this second solution, OIEU would need to align with the powers of the act to deliver degrees, diplomas, and certificates administratively but align with the academic authority of the Senate through a direct reporting and approval structure.

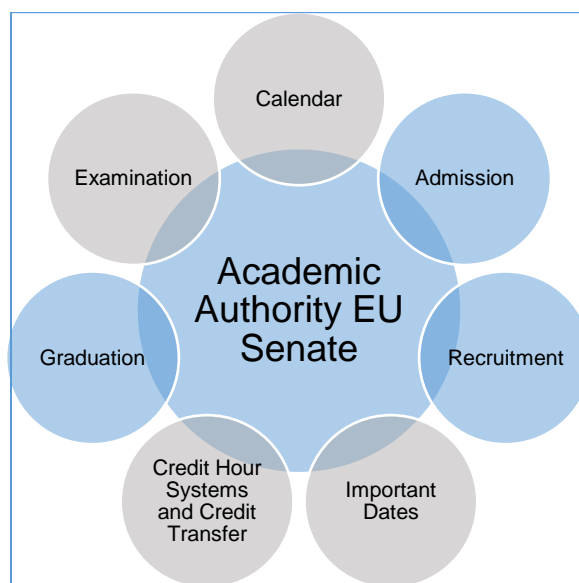
Under this solution, the Academic Council of OIEU would lose its approval authority of diplomas and certificates but retain its administrative responsibility for them. Figure 8 illustrates the administrative and academic authority. The circles in grey illustrate the administrative authority that will revert to the offices of EU, and the blue circles represent the administrative responsibility that would remain with OIEU. This model is not foreign to the administrative

authority of EU. Several professional schools and graduate programming use this model, with the unit retaining significant administrative authority for their programming.

Within the senate authority solution, the administrative authority of degrees, diplomas, and certificates remains with the offices of OIEU. Conversely, full academic authorities roll up to the Senate. At the same time, the Academic Council of OIEU remains an integral place for regulation and structure to be debated and approved for submission to the Senate. This model would also need to convert the diploma credit hour system to align with the degree model. It would also require adjusting the semester duration and alignment of important dates.

Figure 8:

Senate Authority Model—Administrative and Academic Authority



Solution 3: The Decanal Campus Model

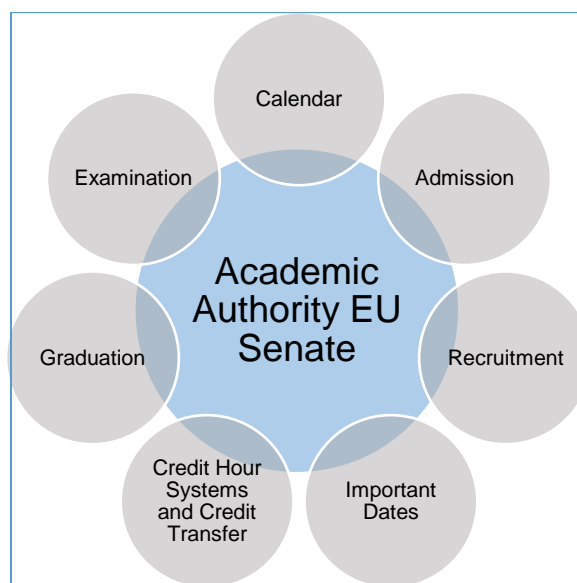
The third solution would see a structural change in the academic leadership of OIEU and create faculties under a campus model. OIEU would redefine the school heads and assistant heads in the hierarchical structure of OIEU to that of deans and associate deans in the respective schools, and schools would be redefined as faculties. Under the campus model, three academic

councils with faculty-level academic authority would propose marine-based programming to the Senate for academic approval. This model is not foreign to the EU governance structures; Campus W of EU follows a similar system for academic governance.

Within this solution, the administrative authority of the credentials would revert to that of the EU systems with coordination from the OIEU faculties. It would repeat for each faculty within OIEU, in this case, three, creating three independent faculties on the campus. Figure 9 illustrates the administrative and academic authority of the decanal campus model. In this case, all grey circles indicate administrative authority coordinated at the EU level.

Figure 9:

Decanal Campus Model—Administrative and Academic Authority



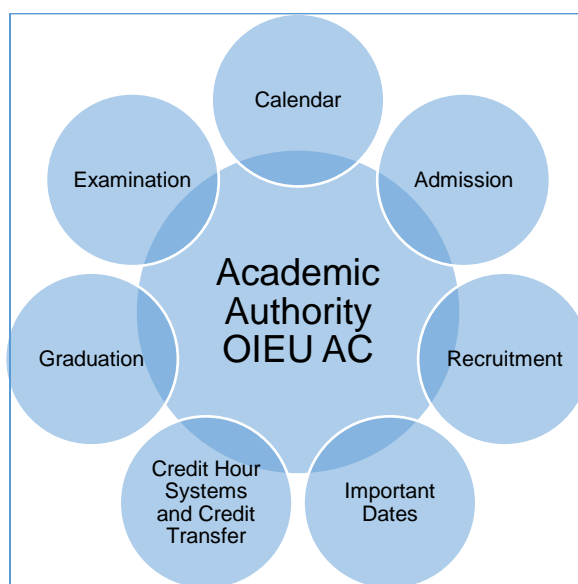
This model would have several positives, giving school heads positional authority at the Senate through ex-officio status (see Appendix E, Table B2). However, this model would lose the interrelated and connected nature of the schools of OIEU have would be lost in this model. No longer would they relate to OIEU as a consolidated campus but would assimilate to normalcies of faculties within the university.

Solution 4: The Federated University Model

The fourth possible solution would involve the formation of a federated university (see Figure 10). Generally speaking, a federation is a specific type of affiliation where two or more institutions come together to create a new university recognized by civic authorities and is eligible for government funding (Macdonald, 2016).

Figure 10:

Federated University Model—Administrative and Academic Authority



The formation of OIEU is similar to the formation of Laurentian in the early 1960s when the University of Sudbury merged with the new Huntington University (United Church) and Thorneloe University (Anglican). Given the historical structure of OIEU and the remains of the industry advisory board (Appendix A), OIEU continues to be unique and different and, in some regards, an artifact of history similar to Trinity St. Michaels College and Victoria College. They have unique relationships with the University of Toronto (Chen, 2016). OIEU was created when two unique organizations came together, EU and Ocean College, in the early 1990s.

Affiliation and federation arrangements are often taken for granted or misunderstood in the fabric of everyday campus life, much like the dichotomy that still exists in the enabling legislation that brought OIEU and EU together. Within this model, the academic and administrative authority of all levels of programming would revert to OIEU. The Academic Council would be the final approval body of all programming at OIEU. Within this solution, a requirement still exists to facilitate a credential transfer and stacking that would see a conversion of the non-credit-based system to a credit-based system to enable student mobility and continued stacking of credentials.

Comparison of Possible Solutions

The proposed solution's guiding objective is closing the gap between the credential duality and a model where a defined credential pathway exists in each solution. Analyzing each solution from multiple perspectives is important to arrive at a preferred solution. The academic and administrative authority, coupled with maintaining the aspects of the organization that created the special and unique organization that has held OIEU in such high regard since its inception in the early 1960s, is necessary. The culture and resistance described in the formal and informal organization sections are significant elements of the change process and need to be understood.

For this analysis, impact and difficulty will be analyzed for each stakeholder group and illustrated within the matrix presented in Figure 11. The high impact is represented by orange and has an impact score of 3. The minimal or low impact is represented by green and will have an impact score of 1. The yellow represents the intermediate impact and has an impact score of 2. The ideal solution will have the lowest overall impact score and will be seen to address the PoP.

Figure 11:*Decision Matrix for the Preferred Solution*

Factor	The Status Quo	The Enhanced Campus Senate Authority Model	The Decanal Campus Model	The Federated University Model
Academic Authority	No Change	Senate assumes responsibility for all diplomas and certificates AC loses authority	Senate assumes responsibility for all diplomas and certificates AC loses authority but requires the formation of faculty AC	Increased authority to Academic Council
Administrative Authority	No Change	Reduced administrative responsibility	All administrative responsibility reverts to EU	Increased administrative responsibility for OIEU
Impact of Student	Lacks equitable recognition for credential	Establishes a framework for equity	Establishes a framework for equity	Establishes a framework for equity
Impact of Staff	No Change	Loss of some responsibility	Significant impact	Increased responsibility
Impact of Faculty	No Change	No Change	No Change	No Change
Impact on Leadership	No Change	No change	A significant change to the leadership structure	A substantial shift in the leadership structure
Credit Transfer and Credit-Hour System Reform	Required	Required	Required	Required
PoP addressed	Not addressed (9)	Addressed (12)	Addressed (16)	Addressed (12)

The Preferred Solution

In analyzing Figure 11, the preferred solution would be the solution with the lowest impact score while meeting the needs of the PoP. Within the matrix and the four solutions, the status quo has the lowest impact score, but it does not address the fundamental requirements of

the PoP. Solution 4 and Solution 2 have similar impact scores, but as a senior leader at OIEU, I do not have the agency to implement the fourth solution. Therefore, under this analysis, Solution 2 is the preferred solution. The enhanced campus senate authority model would address the credential dichotomy while maintaining the systems and structures that give OIEU its identity.

From the faculty perspective, there is little to no change in the relationships between OIEU and EU. Teaching students at any level within the credential framework will seem seamless, and the systems and processes that support them will also blend, with standard semester lengths, policies, and procedures. Fully understanding the stakeholders within the preferred solution and the impact on the systems is essential here.

One of the most significant factors for resistance within the organization was political resistance and the fear of losing power, status, and positional role. For example, the loss of Academic Council approval would be characterized as a significant loss of control to OIEU. (Yılmaz & Kılıçoğlu, 2013).

It is incumbent on OIEU to ensure enhanced stakeholder involvement in the academic and administrative functions of EU. This action will empower stakeholders to hold considerable ownership in the formal processes that shape the credentials of OIEU. OIEU works well within that framework for its degrees and would perform well if it moves its diplomas and certificate approvals to that framework.

The loss of control of the diploma calendar with important dates and examination procedures will create anxiety in some stakeholders. It will be necessary for leadership to ensure this sense of loss is not dismissed, as it will directly affect them. However, the requirement to transition current programming to an agreed-upon credit system would benefit the organization and is seen as a requirement in each proposed solution. Losing some administrative authority

needs to be acknowledged in the preferred solution.

Leadership Ethics, Equity, Social Justice

The ethical and equity considerations within the PoP and the proposed solution to address that problem are reviewed in this section. The section describes connections to ethics, equity and social justice issues within the change process and the leadership and change models used to affect the changes.

Ethical and Equity Considerations

As a senior leader in the change process, I must understand the implications of change from an ethical perspective. Northouse (2019) suggested that leaders respect others, serve others, show justice, manifest honesty, and build community. Change at OIEU will have implications for many stakeholder groups. It is my responsibility to lead change and enable the collective voices of stakeholders to be heard in the actions and directions of the change initiative. As articulated by Ehrich et al. (2015), as an ethical leader I must consider the importance of relationships with others to promote collaboration, justice, and inclusion in the work of stakeholders. The relationships between the stakeholders and the decision-making that they afford to the processes and systems within the OIEU must incorporate the ethics of care, justice, and critique. “We define ethical leadership here as the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making” (Brown et al., 2005, p. 120).

Ethical leaders act fairly and justly and are seen as caring, honest, and principled, making balanced decisions and communicating the importance of ethics and ethical behaviour to their followers (Ehrich et al., 2015). In an educational context, ethical leaders cultivate a climate of ethical conduct and build an ethical culture within the organization (Arar & Saiti, 2022).

The changes proposed at OIEU will affect many of the organization's systems and, in turn, the people within them. Administrative units may be affected by the proposed solution, thus affecting individuals and their place within an organization. It is incumbent on leaders to care about the individuals within this scope of change and articulate openly and honestly about the possible outcomes of change initiatives. An ethic of care in leadership will ensure a relationship-focused approach that acknowledges individuals' dignity and worth and their place within the changing systems. While the ethic of care is centred on the relationships between people within an organization and a change process, the ethic of justice is concerned with the fair and equitable treatment of people within the change process, which is equally important (Ehrich et al., 2015).

Ethical considerations of the effects of change on the various stakeholders within a change process will inevitably realize different outcomes related to the decision made in the change process. While the results of decisions are not necessarily fair and equitable in the eyes of those affected, my responsibility as a leader is to balance the outcomes in the decisions to change. As a leader, the challenge is to address injustices and make social and structural practices more responsive to all in the community. An ethic of justice creates an environment nurtured by a strong community spirit (Ehrich et al., 2015). At the same time, maintaining all organizational structures, relationships, and arrangements achieves more significant equity for all students, faculty, and staff. Leaders driven by an ethic of justice create an environment where democratic practices build and a strong community spirit is nurtured, sharing responsibility for the common good and the outcomes that change will have. Referring to Figure 11, one can see the impact on three such stakeholder groups within the proposed solutions to the PoP. The results would focus on outcomes for faculty and staff within OIEU, developments related to the leader, and group-level outcomes related to the organization (Lawton & Gabriunas, 2014).

Central to the proposed changes to the OIEU credential framework is the concept of equity and the moral obligation for OIEU to provide credentials approved and recognized within the organization, nationally, and internationally. Defining credentials as a currency for mobility, it is incumbent on the organization to ensure the removal of barriers to access and mobility through transparent and transferable programming. Programming and credentials conferred at the appropriate level are integral to this mobility. There is a special obligation to the students of the organization that the credit they receive is measurable and transferable within the national and international frameworks of post-secondary credentials. Student and industry stakeholders continue to advocate for a baccalaureate credential to ensure OIEU graduates are equipped to compete globally with graduates from other organizations offering bachelor's degrees in the same subject area. Pressure exists to transition several of the flagship diploma programs that, for all intents and purposes, exhibit a program curriculum suitable for baccalaureate-level credentials like other similar programs offered internationally in the same subject area.

The proposed solution would address three of the four social justice tenants articulated by Soken-Huberty (2020): namely, access, participation, and equity. The fourth tenant, human rights, is not considered. Addressing the inequity that programming conferred at the incorrect level disadvantages its participants is essential. Programming that is longer than required creates social and economic barriers to access and disadvantages those seeking participation. The context of equity will extend past the student who receives the proper credential levels. It will also consider the faculty member who may anecdotally have been considered less than the faculty of the EU. Finally, the equity of leadership within the union will also need to be considered, and the various solutions see changes in leadership positionality and authority based on the governance structures of EU. In the current state, the OIEU leadership does not have equal

stature within the governance structure and, can only be elected to the academic authority of EU.

Leading OIEU will require careful consideration of ethics, social justice, and equity implications. As a transformational leader, I must maintain an ethical leadership focus while addressing the individual, community, and stakeholder issues (Northouse, 2019).

Chapter 2 Summary

The planning and development phases of the OIP for OIEU are presented in this chapter. The plan develops strategies to capitalize on its unique ability to produce credentials along the continuum from certificates to degrees in one system. It was established that transformational and distributed leadership approaches are needed to affect change in a post-secondary system like OIEU. Schein's (2017) three-step change model will be utilized as the preferred model to lead the change process. While simple in function, it is rich in form and emphasizes the initial stages of unfreezing OIEU from its 30-year glacial home.

Once the leadership approach and model were established, a critical organizational analysis using the Nadler and Tushman (1980) congruence model to diagnose organizational behaviour in the transformation process was presented. This model pays particular attention to the formal and informal organizations in the change process, which are two elements of significant importance in the OIEU required transformation.

Finally, a series of possible solutions to the governance issues of OIEU were presented, with a preferred solution of an enhanced campus senate authority emerging as addressing the desired outputs of the transformation process. In the next chapter, an implementation plan for the desired solution will be presented, with the requisite attention to the ethical and equity challenges described in Chapter 2.

Chapter 3: Implementation, Evaluation and Communication

In this chapter, I will guide the reader through the action plan required within the OIP to address the Problem of Practice (PoP). Including the tactics to evaluate the change and a defined communication plan. The chosen solution identifies strategies to be implemented that embrace the strengths of OIEU and its ability to confer multiple levels of credentials while reducing the resistance to creating and granting baccalaureate and graduate credentials afforded it in the long-standing amalgamation. The ultimate objective is a system where OIEU systems establish and embed practices that remove the existing duality. Faculty, staff, and students' efforts are reflected in the rich and diverse programming the organization prides itself on.

The chapter is divided into three interconnected sections. The change implementation plan in section one will integrate with the existing strategic planning cycles and the various academic and consultative committee meetings within OIEU. The implementation plan seeks to guide OIEU from the status quo to the desired state of an enhanced senate authority model for academic authority at OIEU.

It is the responsibility of the planning process to track the progress of strategic planning outcomes using key performance indicators and other performance measures. The second section of the chapter describes the framework to monitor and evaluate the plan's successes. Additionally, I discuss the ability to monitor the success of the change plan and adjust to the plan when stakeholders' voices dictate that we have learned something new and must adapt from the original plan. The chapter will conclude with the communication plan to support the change initiatives by identifying ways to communicate more effectively with stakeholders about the links between the change process and the institution's academic, financial, and facilities functions.

In practice, the drive for change focuses on solving some organizational problems. However, when there are cultural underpinnings, cultural assumptions often get in the way of change and create issues and resistance to the required shift (Schein, 2017). As discussed in Chapter 2, the organizational culture at OIEU is one of pride in ownership, uniqueness, and satisfaction of being unique and different. Understanding this personality or culture will enable change leaders to motivate and empower change agents. The inability of the organization to close the gap between the two credential frameworks illustrates its failure to reach its goal of producing laddered credentials.

Change Implementation Plan

The change implementation plan (CIP) will rely heavily on the existing structure of committees and cycles already implemented within OIEU. The strategic goals set out in the previous two strategic plans for the organization involve the integration and growth of baccalaureate and graduate programming within OIEU. The overall change implementation plan will employ three strategic models of change illustrated in Figure 5 in Chapter 2.

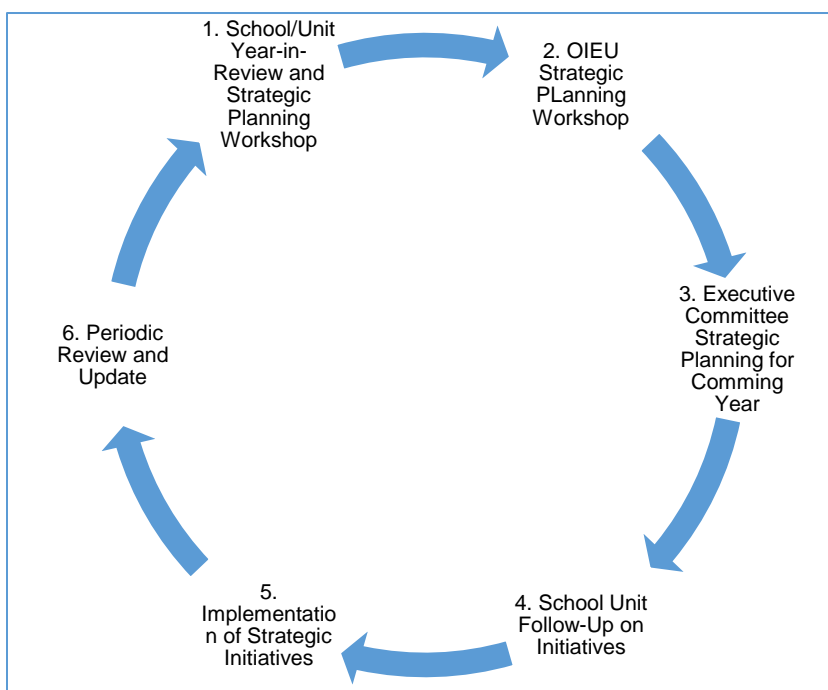
The strategic planning cycle is coupled with the change model, illustrated in Figure 12. It is a well-established and ingrained planning process within the institutional culture of OIEU and will provide the primary vehicle for change within the context of the OIP. The change implementation plan will incorporate three strategic planning cycles across each phase of the change model. Each strategic planning cycle takes one year to complete and interfaces with various academic and strategic committees.

The primary objective of the change implementation plan is to align a roadmap across the timeframes of planning and organizational decision-making. While there is no beginning, middle, or end of the cycle to introduce this change initiative, we will begin at position one

within the process. The process typically starts in April or May of an academic year and is sometimes referred to as the beginning of the strategic planning cycle within OIEU. New ideas and initiatives are developed and articulated at the three academic school planning retreats and the various support unit planning workshops (Manager of Planning, personal communication, Jan 12, 2022). The retreats and planning seminars incorporate all organization stakeholders, including leadership, faculty, staff, and students.

Figure 12:

OIEU Yearly Strategic Planning Cycle



The change leader will need a high-level presentation on the enhanced campus senate authority model defined in Chapter 2 as the status quo deviation to address the PoP. The activities and initiatives must be linked to the vision documents that have guided OIEU these past 20 years. Relating organizational activities to decadal planning activities will help inform new and old organizational members of the long-standing change contemplated by OIEU, and

this solution will help address a desired and articulated change. This link will provide relevance and guidance to the organization's community, illustrating that the concept is not new and has been relevant for some time. Here, we acknowledge the possible cultural underpinnings that act as both drivers of change and impediments. This initial message would then permeate through each of the successive parts of the cycle, with input and discussion on the initiative.

The overarching goals of the strategic planning process and its integration with the form and function of the OIEU systems provide the conditions for success in many change initiatives. Developed as an integrated planning process, it involves all levels of the organization and provides the mechanisms for collaboration, consultation, evaluation and periodic review, and update of the initiatives. Aligning with the distributed leadership model, the strategic planning process provides time and space for all stakeholders to provide input and voice in the organization's direction. Individualized sessions as integration points for academic and administrative units ensure all contributions are heard in the conversation. Each session then rolls up into sessions with representatives from respective departments, with a goal of priority setting actions for the coming year.

The integrated nature of the planning process provides multiple integration points that would give stakeholders a voice and ownership. While the set points in the cycle are somewhat ridged in time and space, their plan allows for input from interested parties and groups to provide further direction and information and adjust subsequent initiatives. Surveys, committee meetings, and formal reporting provide form and function to stakeholder feedback. Interacting with faculty councils, school meetings, and regular meetings with student unions, faculty unions, and staff unions would further voice the stakeholders in the change implementation plan.

Further developing the change implementation plan to match the change model described in Chapter 2 would take place over three years and incorporate three phases of the strategic planning process, as illustrated in Figure 13. Each phase would align with the change model. Phase one will create the motivation for change. Phase two will involve learning new concepts, new meanings for old concepts, and new standards for judgment, and finally, phase three will include internalizing new concepts, meanings, and standards.

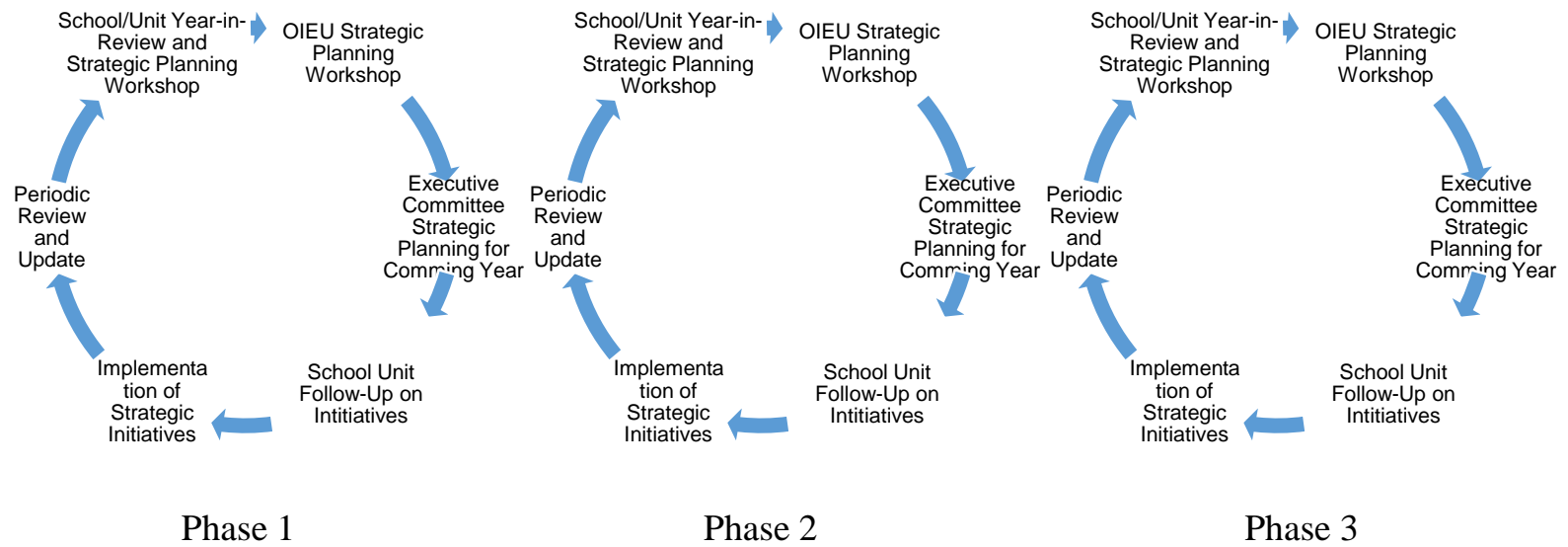
Phase One: Creating the Motivation for Change (Year One)

Fundamental to unfreezing is the required focus on the need to dislodge the beliefs and assumptions of those who need to engage in systemic alterations of the status quo (Cawsey et al., 2016). Unfreezing will focus on disequilibrium in the system that would create a coping process to deal with the disequilibrium. Thus, the unfreezing process begins by creating the motivation and readiness for change. This stage progresses through four distinct subcomponents that involve stakeholders involved in the change process. The steps include disconfirmation, the creation of survival anxiety or guilt, learning anxiety that produces resistance to change, and psychological safety to overcome the learning anxiety (Schein, 2017).

The concept of disconfirmation is any information that shows someone in the organization that some of its goals or processes are not achieving what they believe they should be (Schein, 2017). It will be the goal of the change leader to deliver this message early in the strategic planning process. Here, the change leader will begin to question the status quo. Through the SWOT (i.e., strength, weakness, opportunity, and threat) analysis at each of the subsequent planning workshops, facilitators will begin to illustrate the shortcomings of the status quo.

Figure 13:

OIEU Change Implementation Plan



The organization has not yet tackled how to close the gap between the two credential frameworks, which illustrates a significant gap in the goal of producing laddered credentials. This alone does not motivate change, as many could and continue to see this as irrelevant because OIEU continues to operate within the existing model. This is evidenced by the continued approval of new programming and modifications of current programming under the two approval models. The challenges and barriers of the status quo to the credential framework will be discussed throughout the first strategic planning cycle.

For unfreezing to occur, people embedded in the systems reduce some barriers to change. Systems, structures, beliefs, and habits become fluid and can shift more easily (Cawsey et al., 2016; Schein, 2017). The organization would be ready to move into phase two of the change implementation plan, indicating the organization will be prepared to learn. It is not until a psychologically safe place is realized that change can occur in OIEU. The cultural underpinnings and resistance are real and palpable within the organization. OIEU does not want to be swallowed up by EU and has created a series of defence mechanisms to resist that change. Once the anxieties of change are reduced, it is here that I will need to provide a compelling vision that OIEU will be in a better place if the proposed changes are achieved. The vision will need to be articulated clearly and shared across the organization. I will need to encourage those involved in the transition to learn new concepts and reaffirm our strength and position within a larger organization.

Phase Two: Intervention—The Change (Year Two)

After creating psychological safety in phase one, stakeholders in the organization will be more ready to learn. There is much work to be done to initiate actual change. While many of the

processes, procedures, and functions exist within the structures of OIEU and EU, it is here that the organization can tailor specific systems and operations to meet the needs of the desired state.

Phase two of the change process is changing and learning. Schein (2017) described this as a restructuring phase, where intense cognitive engagement in learning new ideas and behaviours is required if a change is to be permanent. Within the OIEU context, the systems supporting credential approval, delivery, and support have been tried and true for over 60 years. Significant work must be undertaken to align the two processes.

Phase two will require cognitive redefinition through learning new concepts and redefining old ones. The structural changes needed in phase two of the change implementation plan are illustrated in Figure 14, where administrative procedures and authorities will be redefined and implemented. The desired state for programming is displayed on the right, with diplomas authority existing on the left.

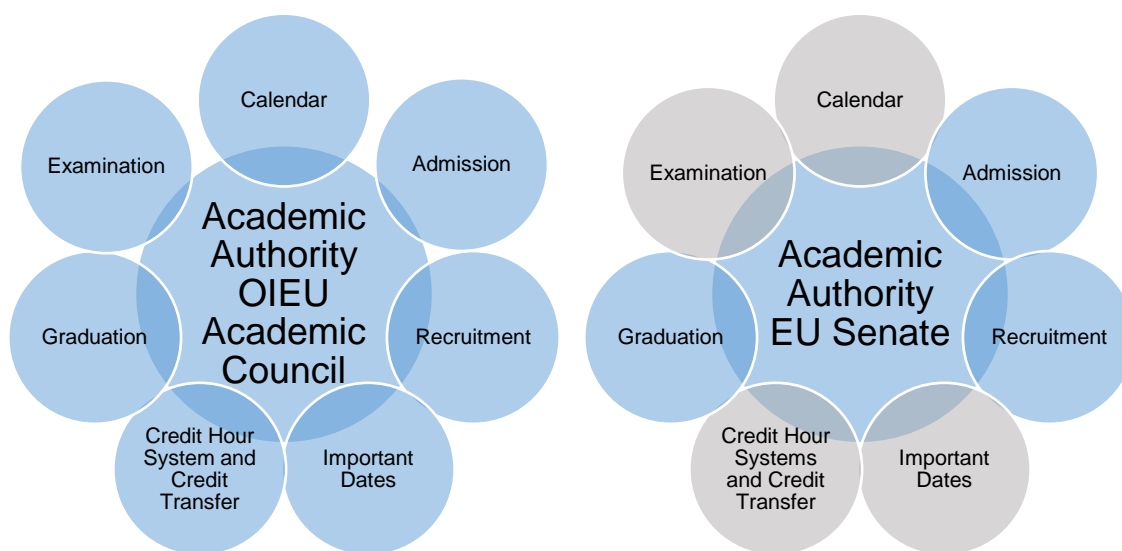
Structurally, OIEU will need to engage the strategic planning process to initiate four fundamental organizational changes early in the year-two cycle. These changes will address the functions identified in the desired state for OIEU, specifically, a model where admission, graduation, and recruitment remain under current campus structures. However, the solution also realizes the need to align the academic calendar, credit hour system, important dates, and examinations to align with the degree and graduate calendar model.

Extending from this will be a redefinition of the program review, approval, and change procedures, indicating that the final authority will be the EU Senate. All program changes will flow through faculty councils, the OIEU Academic Council, and on to the EU Senate for final approval and reflection in the academic calendar of EU. It will be essential for the organization's

stakeholders to see that their voice is heard in academic approval processes. Their input is valued and integral to program development and approval success.

Figure 14:

The Structural Changes in Phase Two



The solution allows them to finally confer credentials at levels comparable to other national and international organizations. It assures that voice and control over programming are maintained and that OIEU still has ultimate authority over its programming. It is anticipated that the organization will be ready to change within this cycle; acknowledging the ability to redevelop processes and procedures without fear of losing identity will result in an organization less resistant to change.

Special committees of the OIEU Academic Council with representatives from various stakeholder groups can initiate the required structural changes to facilitate the proposed solution. In a truly distributed leadership change model, empowering committee chairs as informal leaders will ensure that the changes are not driven from above but owned and discussed across all levels of the organization. Students, faculty, staff, program chairs, and executive will need to drive the change process.

Over the second-year cycle, OIEU will learn new program development and approval ways. Specific functions of committees will redefine the new academic authority model in the organization's desired state. While many of these changes will be new and foreign to the organization, the third cycle of strategic planning must focus on freezing these new methods and concepts and reinforcing the new way of doing things.

Phase Three: Integration—Refreezing (Year Three)

Finally, the process of refreezing and internalizing will need to be achieved as the final step in the Schein (2017) change process. It involves internalizing new concepts, meanings, and standards, incorporating them into self-concept and identity, and finally, into ongoing relationships within OIEU and EU (Schein, 2017). Newly implemented methods, procedures, and policies might well revert to old practices, procedures, and guidelines if a concerted effort is not applied to engraining these into the new way to do things. Organizations tend to drift back to well-established methods when one overlooks the refreezing process with the change model. Lewin (1947) indicated that new learning would not stabilize until the changes are reinforced and the organization sees the actual results of the change with the benefits that come with it. It takes years for change to become institutionalized. For this reason, stakeholders in the system need to adapt to the changes and develop new patterns and habits over the years to ensure they become the institutional culture (Cawsey et al., 2016).

Once the structural changes have occurred within Phase 2, the organization should see significant improvement in program development. Programs would be developed and redeveloped within the framework that best fits the needs of the program's stakeholders, which include industry, students, faculty, and staff. It would not be handcuffed by a resistive

environment that would force programming through OIEUs Academic Council for fear of losing control of the credential.

In Phase 3, change agents will need to re-establish OIEU's position with the EU community and begin reporting program changes through regular Senate meetings. With continued reporting and debate on programming, the OIEU community will build its confidence, maintain its identity, and prosper as a campus of EU, giving clear direction on the ability to confer programming at the diploma, degree, and graduate levels without hesitation on processes. Continued engagement with the academic authority of the EU will further reinforce OIEU's status as a campus of the EU. The success of the change implementation plan will need to be monitored, evaluated, and adjusted as OIEU progresses through the plan's three phases. How this will be achieved is described next.

Monitoring and Evaluation of the Change Implementation Plan Phases

Proposed changes at OIEU will occur over three years, progressing through the three stages identified in the previous section: unfreezing, changing, and refreezing (Schein, 2017). This written product and planning process guides the change process and enables the change leader to monitor and evaluate positive and negative progress (Markiewicz & Patrick, 2016). The monitoring and evaluation programs defined next will align with the three phases of the change process, creating a framework for monitoring and evaluation.

Monitoring will focus on what is being done and how it is being done. This framework will help identify any corrective actions through the iterative processes of the plan. Monitoring refers predominantly to tracking the change implementation plan's implementation and progress. It includes program activity outputs and outcomes. Predetermined performance indicators and

targets are often used in the monitoring framework to support management and accountability purposes (Markiewicz & Patrick, 2016).

By contrast, evaluation moves beyond tracking progress in the change plan and is more concerned with forming judgments about the performance of the change program. Is the process working, or are we simply going through the motions of the change program? Are the intended outcomes and objectives of the change initiative being realized (Markiewicz & Patrick, 2016)? The success of this OIP is deep-rooted in culture, and actual change can only be fully assessed through evaluation principles where a range of data obtained in the monitoring framework is evaluated, and sense is made of it. This evaluation is an essential consideration in the OIP and the change process, as it can help the change agents understand what is working and not working in the process.

Following the three steps of the change plan, the monitoring and evaluation plans are structured to provide compelling evidence on what is working and not working within the change plan. Within each phase of the change implementation plan, I will use a combination of appreciative inquiry and the Plan-Do-Study-Act (PDSA) cycle, as they provide well-established methods to inform the effectiveness of the change process, as illustrated in Figure 16. Choosing to incorporate both appreciative inquiry and PDSA is grounded in the expected outcomes of each phase of the change plan. Future considerations as to why I am proposing two frameworks for the change cycles will become apparent in subsequent sections.

The primary leadership models employed within this OIP will consist of a humanistic framework comprised of transformational and distributed leadership approaches. Within cycle one, I will apply transformational leadership approaches coupled with appreciative inquiry, developing a shared vision about the credential pathways at OIEU. Distributed leadership

approaches throughout cycles two and three will motivate stakeholders to move towards the collective vision set in the first cycle.

Figure 15:

Phases, Models, and Cycles of Monitoring and Evaluation of the Change Implementation Plan

Cycle and Model	Phase 1	Phase 2	Phase 3	Monitor and Evaluate Culture
Phase 1: Unfreezing Cycle 1, Model Appreciative Inquiry	<i>Definition</i> <i>Discovery</i> <i>Dream</i> <i>Design</i>			Monitor process effectiveness, tune procedures, and measure change. Evaluate Institutional language culture artifacts are deep-rooted as the correct way to perceive, think, feel, and behave.
Phase 2: Change Cycle 2, Model PDSA	<i>Destiny</i> →	Plan Do Study Act →		Monitor process effectiveness, tune procedures, and measure change. Evaluate Institutional language culture artifacts are deep-rooted as the correct way to perceive, think, feel, and behave.
Phase 3: Re-freeze Cycle 3, Model PDSA			Plan Do Study Act	Monitor process effectiveness, tune procedures, and measure change. Evaluate Institutional language culture artifacts are deep-rooted as the correct way to perceive, think, feel, and behave.

Appreciative Inquiry: Creating the Motivation for Change (Phase One)

As a change model, appreciative inquiry focuses on the best of what is within OIEU and uses it as a platform to build future direction. Several traditional methods begin by concentrating on pitfalls and problems, but appreciative inquiry asks stakeholders at OIEU to explore existing strengths and successes, both internally and externally, understanding that OIEU is very proud of its accomplishments and its identity. The culture of OIEU runs deep, and this strong culture will propel the organization forward. This positive approach leads to an extraordinary performance by reinforcing relationships and culture, creating a shared vision and direction, promoting learning and innovation, and energizing collective action (Cooperrider, n.d., Loty, 2014; Marques et al., 2011; Watkins, 2006; Watkins & Cooperrider, 2000). It is achieved by celebrating its successes and abilities by motivating an organization to tackle what might seem like an insurmountable obstacle.

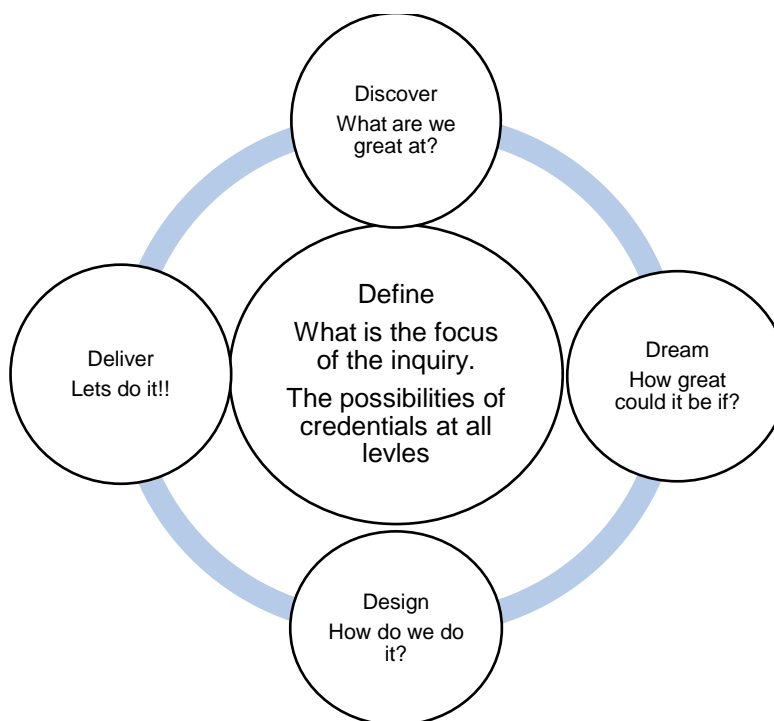
The unfreezing process begins by creating the motivation and readiness for change (Schein, 2017). The stage progresses through four distinct subcomponents that involve stakeholders within the change process. The steps include disconfirmation, the creation of survival anxiety or guilt, learning anxiety that produces resistance to change, and psychological safety to overcome the learning anxiety (Schein, 2017). The desired outcome of cycle one is to move through these phases and develop a shared vision to feed into cycle two.

Using the 5-D model of appreciative inquiry (Cooperrider, n.d.) to develop a shared vision to address the PoP is foundational to the change process. The PoP is concerned with identifying strategies to embrace the strengths of OIEU and its ability to confer multiple levels of credentials while reducing the resistance to creating and granting baccalaureate and graduate credentials afforded it in the long-standing amalgamation. The appreciative inquiry cycle

identified in Figure 16 includes five stages: definition, discovery, dream, design, and destiny (Watkins & Cooperrider, 2000). The ultimate objective would be a system where OIEU systems establish and embed practices that remove the existing duality. The definition stage defines the project's purpose, content, and what needs to be achieved. This stage will create the overall focus of the cycle and clarify the work considered in the change cycle (Watkins, 2006). In this stage, the guiding question is: What problem is OIEU trying to address, the PoP?

Figure 16:

Appreciative Inquiry Cycle



The second stage is the discovery phase (Cooperrider, n.d.), where stakeholders appreciate the best of what is. OIEU has a long and storied history that has developed the culture present within the organization today. It is here that the change agents will help stakeholders rediscover and remember the organization's successes, best practices, and periods of excellence.

It successfully creates credentials in each of its respective frameworks and celebrates the students.

The third stage of appreciative inquiry is the dream stage (Cooperrider, n.d.). Here, the change agent will lead stakeholders through an image of what could be, highlighting the past achievements and the opportunity in front of OIEU within EU. The process will help stakeholders imagine new possibilities and envisage a preferred future where the organization is fully engaged and successful around its core purpose and strategic objectives. It allows people to identify their dreams for a community or organization, discovering what is best. They have the chance to project this dream into their wishes, hopes, and aspirations for the future (Marques et al., 2011). From this stage will emerge the fundamental output of a shared vision.

The fourth stage of appreciative inquiry is the design stage, where stories from discovery merge with the imagination and creativity of the dream stage. Marques et al. (2011) described the narrative of what should be created: the new reality of an ideal world of OIEU existing within EU while maintaining its unique and different characteristics. Strategic conversations within this stage of the cycle will empower stakeholders to design a utopian future where the organization can propel forward on the strengths of its successes and develop a new reality to address the disambiguation identified as the change motivator (Schein, 2017). This stage intends to design high-impact strategies that move the organization creatively and decisively in the right direction.

The fifth stage of the cycle is the delivery or destiny stage. Here, the organization will create what will be, put the strategies defined in Stage 4 into action, embed them into groups and communities within OIEU, and revise them as necessary. How will the organization deliver on the design from Stage 4? The outputs of Stage 5 will feed into the next phase of the change

implementation plan in year two: the intervention phase. The result here will form the plan for the initial PDSA cycle.

Plan Do Study Act: Two Cycles in Phase Two and Three

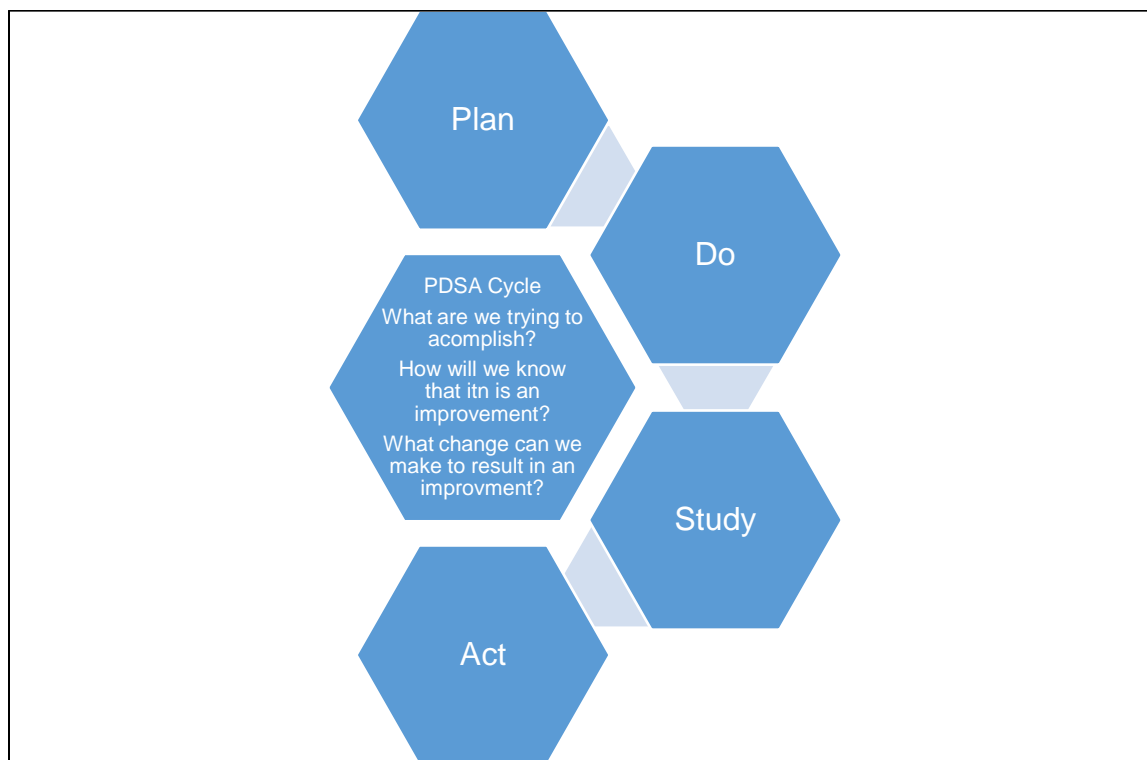
Like the appreciative inquiry stages, the PDSA cycle has four defined stages designed to be iterative and provide the organization and its stakeholders the opportunities to learn and adapt from the resultant action plans that intend to improve on the previous iteration (Pietrzak & Paliszkievicz, 2015). Phases 2 and 3 of the change implementation plan engage in the PDSA cycle to monitor and evaluate change progress due to the actions realized in the initial change cycle. It is envisioned that this phase will be primarily focused on the tactical solutions needed to realize the shared vision resulting from the first-phase appreciative inquiry cycle. The changes in systems and the process to realize the senate authority model will need to be evaluated and restructured to realize gains towards the preferred solution described earlier in this chapter. The act of changing and re-freezing will incorporate PDSA cycles to monitor and evaluate the plan's effectiveness.

The PDSA cycle and the guiding considerations for evaluation and monitoring to inform the change process are illustrated in Figure 17. The change agent will need to consider in each cycle of the PDSA; what is to be accomplished, how we will know that a change is an improvement, and what changes we can make to improve (Moen & Norman, 2009). Clear articulation of the respective steps of the cycle will inform those involved in the change process if the change is occurring as intended. The PSDA cycle turns ideas into action and connects the activity to learning (Langley et al., 2009). The PDSA approach lends itself to an inquiry learning approach where active engagement, critical thinking, and reflection are core elements to building continuous improvement. The process is changing and learning is in line with Phase 2 of the

change. Schein (2017) described this as a restructuring phase where intense cognitive engagement in learning new ideas and behaviours is required if a change is permanent.

Figure 17:

PDSA Cycle



Note: Derived from Moen and Norman (2009)

Within the OIEU context, the systems supporting credential approval, delivery, and support have been tried and true for over 60 years. Significant work must be undertaken to align the parallel processes of diplomas and degrees. Here stakeholders, including students, chairs, and other informal leaders, will be critical to the cycle, as they inform the processes and ultimately demonstrate themselves as change agents able to realize significant realignment of administrative processes currently used at OIEU.

The first stage involves the plan and includes what you want to accomplish, and defines how you will know when it is executed. Proponents of PDSA indicate it is not advisable to proceed without a plan (Donnelly & Kirk, 2015; Leis & Shojania, 2017; Pietrzak & Paliszkievicz, 2015). The shared vision with supporting structures is expected to result from the first phase of the change plan. The result would then form the design of a method for Phase 2, further refined and adjusted for Phase 3 (Pietrzak & Paliszkievicz, 2015).

In predicting the outcomes of the change in the planning stage, the change agent should determine what questions and processes should be addressed throughout the stage, ensuring that what is planned relates to the overall objective defined and refined in Phase 1 of the change implementation plan. It is crucial at the planning stage to determine goals for the cycle expressed in measurable forms and how OIEU will meet those objectives. Rolling into the strategic planning process of OIEU, these objectives and methods will form the basis of key performance indicators that are assigned responsibility and accountability across the organization. Using existing monitoring and evaluation processes within the strategic planning process will provide further evidence of progress toward the goals of the OIP.

The next stage of PDSA is doing (Do), which means doing what is planned, which involves carrying out the change by implementing the methods according to the plan (Pietrzak & Paliszkievicz, 2015). Within the first PDSA cycle, it is anticipated that much of the planning will involve analyzing the academic and administrative processes currently operating at OIEU and EU and developing process changes that will align the methods to achieve the vision. This phase will involve mobilizing the organization through distributed leadership approaches. Empowering the employees to carry out the mission of the change plan will ensure they are part of the process and will celebrate its successes and own its shortcomings.

While plans are created with the best intentions, there will be unanticipated events that will need attention from the change agent. Documenting problems and challenges, including departmental challenges and internal debates, will speak to methods to monitor the change's progress and evaluate the change's effectiveness. It is critical to document problems that arise, such as unexpected changes or unanticipated consequences, as it will assist in the study stage. Exploring the challenges that occur throughout the strategic planning cycles provides a space for solutions to be generated from stakeholders. The vision created in Phase 1 gives ownership of the change and allows the organization to address problems as they arise, not use them as reasons not to change.

One artifact of the merger is the continued use of language that describes OIEU and EU as two organizations. This language becomes more apparent when the administrative and academic processes of the organization are described. Documentation around the OIEU Academic Council committees and committees of the EU Senate seldom acknowledge one another. It will be necessary for the change leader and those involved in the change processes to listen to this language and record it intentionally. Documenting this language within committee, departmental, and academic meetings will provide evidence of progress, or lack thereof, in the cultural underpinnings of the change process. It will also be necessary to engage with all stakeholders throughout this and other stages to ensure their voice is heard throughout the change processes (Kezar, 2018).

The third stage of the PDSA cycle is the study stage. Here, we will understand how well the organization progresses towards the plan's desired outcomes, how well it accomplished the expectations, observe the effects, and examine the results achieved. The check stage provides the change agent with an assessment of how well the plan's impact was as predicted (Donnelly &

Kirk, 2015). This cycle stage will consider the lessons learned from implementing the plan, what deviations and why they occurred, and assess whether the overarching assumptions and vision are valid. Finally, this study phase will identify whether a change occurred (Pietrzak & Paliszkievicz, 2015).

It is hypothesized that throughout the initial visions and the tactical phases, there will be some change in the reduced frequency of language that describes OIEU and EU as separate organizations and an increased frequency in language that defines them as the same. Within this stage, the language of the organization will be a significant telltale of progress. Using keyword analysis on the minutes of committee meetings will provide quantitative evidence of changes in the relationship between OIEU and EU. Document analysis is a quantitative tool for assessing language changes that identify a document's motivation, intent, and purpose within a particular historical context of the meeting. From this perspective of the PoP, the objective will be to find references of OIEU within EU or separate from EU. The process usually follows (a) setting inclusion criteria for documents, (b) collecting documents, (c) articulating key areas of analysis, (d) document coding, (e) verification, and (f) analysis (Wach, 2013).

The final stage in the PDSA cycle is the act or adjust stage. Here, we incorporate lessons learned from the study cycle into the next cycle, including adopting and perpetuating methods that worked, evaluating why others did not, and adjusting for the next cycle. Should the plan be adapted or rethought (Pietrzak & Paliszkievicz, 2015)? Moving between PDSA cycles of change and re-freezing, the change agents will need to monitor and evaluate the outputs of the phase to determine the plan for the next phase or cycle. Within the context of OIEU, preparing to exit the change phase of the change implementation plan and entering the re-freezing phase of the plan is essential to consider at this stage. Is it reasonable to continue the plan? Has the organization

learned new methods of credential approval and established the necessary processes and procedures to enable the administrative authority to articulate the preferred solution? If the organization has not demonstrated that these changes have been fully integrated into operations, it will be necessary to postpone the move to the re-freezing phase.

In the evaluation period in this stage, Langley et al. (2009) noted that adapting, adopting, and abandoning are critical considerations as the organization transitions from one phase to another. Adaptation will refer to changing tactics and methods to implement the plan based on learning from the study phase. Adoption refers to the continued implementation of tactics and strategies that demonstrate positive change and move the organization towards the desired change. Finally, abandonment refers to stopping historical strategies and tactics (Langley et al., 2009). The evaluation stage of each phase will enable me as a change agent to have a synoptic view of the organization and its reactions to the change process. It will equip me with the necessary strategies to adopt, adjust, or abandon tactics that will ultimately guide the organization to make necessary adjustments to the overall change implementation plan.

The change process will establish OIEU's position with the EU community and begin the implementation of the senate authority model. Utilizing appreciative inquiry and PDSA as methods to monitor and evaluate the progress of the change implementation plan provides guiding evidence and feedback to adjust the plan, thus providing a greater chance of achieving the overall objective. Any well-considered change implementation plan and the resulting monitoring and evaluation framework accompanying it will be a solid communication plan. The importance of a communication plan and the communications required in each phase of the change plan will be described next.

Plan to Communicate the Need for Change and the Change Process

The strategic aim of communication is to break down silos surrounding closely related communication disciplines and create a unifying framework that integrates public relations, organizational communication, marketing communication, and other areas (Heide et al., 2018). Klein (1996) contended that an ill-considered and implemented communication plan could increase resistance when messages are not correctly received. Failures in communication can lead to misconceptions about the change, reinforcing negative attitudes and adversely affecting success in the change initiative. The success of many change initiatives is grounded in solid communication plans, plans that will infuse the need for change throughout the organization, enable individuals to understand the impacts of the changes and how they might affect them, and inform stakeholders on progress as change progresses (Cawsey et al., 2016; Lavis et al., 2003).

During the implementation of the change plan, it will be vital for the change agent to understand that misinformation and rumours can be rampant in many organizations. Motivators for change are not always clear to employees, and the impact on employees and the organization is frequently exaggerated, both positively and negatively. Employee insecurity regarding what will happen to them during change personally and professionally often leads to a negative attitude towards change if a change is not communicated clearly. Change needs to be managed appropriately, and communication is one of the critical elements in this process and one of the most important levers to success (Angela-Eliza & Valentina, 2018).

The primary goal of the change plan is to persuade employees to move in a common direction. Cawsey et al. (2016) indicated that a good communication program is essential to minimize the effects of rumours, mobilize support for the change, and sustain enthusiasm and commitment. Building change readiness and reducing uncertainty through effective

communication will contribute to gaining commitment to the change initiative (Armenakis et al., 1993; Angela-Eliza & Valentina, 2018; Heide et al., 2018).

The communications strategy will coincide with the general stages of a planned change and the relevant associated information requirements (Klein, 1996). The change model used in the OIP, namely the Schein (2017) model of change, which includes unfreezing, changing or moving, and refreezing, will form the various components of the communication plan. Each stage will require different strategies and tactics to help facilitate a successful change initiative. Engaging in the conversation of change, as defined by Ford and Ford (1995) and reiterated by Beatty (2015), where conversations include what is said and done, may consist of symbols, artifacts, theatrics, and so forth used in conjunction with what is spoken.

Template and Tactics for Communicating Change

Independent of the change plan phase, each area of communication will play a critical role in the change process. Before any communication about the change is made, Beatty (2015, p. 4) suggested several questions that should be considered in the communications plan. What roles and responsibilities will people have in the communications plan? What guidelines should you put in place, and what objective is each communication intended to achieve? Which stakeholders have an interest in this change? How much communication is necessary for each stakeholder group? How will you create effective messages tailored to the needs and interests of each stakeholder group? What are the contents of effective change messages? What are the best media to use for each communication and each stakeholder? Who should communicate with each stakeholder group, and how can you ensure they communicate consistently and effectively? How will the effectiveness of the communications be assessed and improved?

The guiding questions of change communications articulated by Beatty (2015), coupled with Klein's (1996) organizational communication principles, will ensure a standard and consistent template for communication. Klein's principles include : (a) Message redundancy is related to message retention; (b) the use of several media is more effective than the use of just one; (c) face-to-face communication is preferred; (d) the line hierarchy is the most effective organizationally sanctioned communication channel; (e) direct supervision is the expected, more effective source of organizationally sanctioned information; (f) opinion leaders are effective changers of attitudes and opinions; (g) personally relevant information is better retained than abstract, unfamiliar, or general information (p. 34).

While adhering to Klein's (1996) guiding principles, effective communications involve multiple tactics to transmit messages of the change plan. Tactics include formal and informal communication, including memos, speeches, and open addresses to stakeholders. Often, much of the confusion over change is attributed to different parties' different levels of understanding of the change that is upon them and how that change might affect them (Angela-Eliza & Valentina, 2018; Beatty, 2015; Klein, 1996). Change agents and senior management may have been considering the change issues for some time and have developed a shared understanding of the need for change and what must happen. However, frontline staff and middle managers may not have been focused on the matter. Even if they have considered these issues, their vantage points will differ from those leading the change (Cawsey et al., 2016).

Communicating the Need for Change: Unfreeze

The primary objective of the communication plan at the unfreezing phase of the change implementation plan will be to prepare the organization and its stakeholders for change (Klein, 1996). At the unfreezing stage, the purpose and urgency for change will need to be conveyed to

get initial buy-in from the organization's stakeholders (Cawsey et al., 2016). Communicate the need for a change by providing a specific rationale, the need for a singular credential pathway, and its benefits begin to position the organization for change. The status quo creates a discrepancy between desired outcomes and actual outcomes, and the organization's desired outcome can only be captured with some procedural modification (Klein, 1996). In this case, the goal is a transformation of the credential approval processes at OIEU, where the preferred solution will address a long-standing organizational divide and propel the organization into the next phase of its existence.

The possibility exists that a structure defined by the stakeholders of OIEU will embrace its identity, celebrates its history, and supports the future to benefit all stakeholders. What is required is communications that celebrate the 60 years of success of OIEU, our people's achievements, and our stakeholders' desires to dream of what could be if we embraced the potential afforded by closing the gap between the two credential pathways. In this case, the first communication will come from senior leaders like myself at each strategic planning session of the organization, where face-to-face sessions are held in the spring of each academic year. The kickoff of the strategic planning sessions sets the tone for the unit's specific work to achieve the organization's overarching goals. Using transformational leadership messaging at this phase of communication will set the stage for what might be if we address the challenges with the status quo.

The initial conversation at the strategic planning sessions will define why a change is being proposed at this point in the organizational history and begin with an assertion or statement of purpose. The initial conversation will inform stakeholders of what will happen and why (Ford & Ford, 1995; Klein, 1996).

Anticipating some of the questions from those who resist the change initiative and determining critical messaging in response will ensure clear and consistent messages to all stakeholders (Beatty, 2016; Klein, 1996). How will the change affect me? Will my job be in jeopardy? Will we lose control of our programming? Will we lose our identity? These are all valid questions from stakeholders. Understanding that the status quo has existed for nearly 30 years at OIEU, developing a communication plan that anticipates early resistance will have a better chance of success. Pre-emptively addressing the questions expected coupled with the formal communications plan will work to alleviate some of the concerns of stakeholders.

Communicating the Change: Change

During the change phase of the change implementation plan, there is typically much organizational activity as tactical plans are being implemented across the organization (Klein, 1996). Formal and informal change agents mobilized through distributed leadership practices move the change plan forward. The tactical work of changing procedures and strategies will be experimental and piloted to determine if they meet the organization's objective. At this stage, understanding and performance conversations will help communicate the changes happening within the organization (Ford & Ford, 1995).

Conversations for understanding are "generally characterized by assertions and expressives; claims are made, evidence and testimony given, hypotheses examined, beliefs and feelings explored, and contentions maintained" (Ford & Ford, 1995, p. 548). Through these conversations, people seek to understand the situation; determine cause-effect relationships; work to make sense of the issue, problem, or opportunity; and move the matter forward. Because most of the workforce is not directly involved and may not know what is happening, there tends

to be much uncertainty, and rumours emerge (Klein, 1996). It is incumbent on change agents to communicate here to ensure renewed resistance does not emerge.

As OIEU adjusts its processes and procedures to realize the enhanced campus senate authority model, there will be a need for constant and consistent communication for all stakeholders. Informal and formal leaders who will have mobilized to move toward a preferred solution will need to formulate consistent communication strategies to ensure all levels of the organization are informed of its progress. For example, the messaging will reiterate the benefits of the procedural changes and strengthen how the changes address the organization's needs and the stakeholder groups it serves. Chairs of curriculum committees, internal working groups, and senior leadership tables will be given time and space to provide feedback on the progress of the changes. This input will inform the process and provide the required voice of groups who might not have a voice in change processes. Misconception articulated in formal and informal conversations needs to be addressed at all levels of the organization to assure those involved in the process are not misguided by inaccuracies and unintended consequences.

Thus, the communications strategy during the changing stage should have three primary objectives, as described by Klein (1996). The first is to provide those who are initially not directly involved with the change with detailed and accurate information: what structures are changing, what procedures are changing, and how will it affect them. Second, those not currently involved should know how they will become engaged in the future, how the change will affect them, their new roles, and their responsibilities. The third objective is to challenge whatever misinformation is circulating about the change.

Communicating the End: Refreeze

The final phase of the change plan is the refreeze phase, where the primary organizational objective includes building structures and processes to support the new credential approval framework at OIEU. During this phase, it will be essential to communicate the successes of the change and spread the word of those successes to all employees, whether or not they are involved in processes that might have changed (Klein, 1996). Following Ford and Ford's (1995) communication model, conversation for closure happens at this point in the change process.

Conversations for closure are filled with language that contains assertions, declarations, and expressions that signal the organization is near the end of the change process. Within the context of OIEU, this conversation begins with senior leadership celebrating the change and the possibilities the change will have for the organization and answering questions on the effectiveness of the change in meeting the needs of the organization's stakeholders. "Closure is essential to change. It implies a sense of harmonious completion, wherein tension with past events is reduced or removed and balance and equilibrium are restored" (Ford & Ford, 1995, p. 551). Leadership must celebrate the success of the change and attribute its success to the organization's stakeholders.

Klein (1996) indicated that it is important to communicate across the organization and hierarchy. Communication includes the effectiveness of the change and how it will affect all levels of the organization. There is a definition of roles and responsibilities within the changed organization, and two-way communication with the staff is maintained. The information flow should be multidirectional, continuous, and concrete so that people can become comfortable in the fact that they fully understand the personal implications of the change irrespective of their attitudes towards the change itself. While senior leadership still has a substantial and symbolic

role, the specifics of the change, primarily as they affect people personally, can best be conveyed by direct supervision, aligning with the fundamental principles defined earlier.

Chapter 3 Summary

This chapter guided the reader through the action, monitoring, and communication plans required within the OIP to address the PoP. Including tactics to evaluate the change and an accompanying communication plan. The solution presented embraces the strengths of OIEU and its ability to confer multiple levels of credentials while reducing the resistance to create and grant baccalaureate and graduate credentials afforded it in the long-standing amalgamation. Faculty, staff, and students' efforts are reflected in the rich and diverse programming the organization prides itself on. The ultimate objective has been to create a system where OIEU establishes and embeds practices that remove existing duality.

The corresponding sections included the change implementation plan with three phases aligning with Schein's (2017) three stages of change. The framework to monitor and evaluate the plan's successes and the ability to monitor the plan's progress and assess the success of the change plan were described in the second section. Monitoring and evaluating the phases will allow for adjusting when stakeholders' voices dictate that we have learned something new and must adapt from the original plan. Over three years, three cycles will see appreciative inquiry and PDSA utilized to monitor and evaluate the change initiative. The implementation will guide OIEU from the status quo to the desired state of an enhanced senate authority model for academic authority at OIEU.

The drive for change is rooted in solving some organizational problems. However, when there are cultural underpinnings, cultural assumptions often get in the way of change and create issues and resistance to the required shift (Schein, 2017). The organizational culture at OIEU is

one of pride in ownership, pride in uniqueness, and satisfaction of being unique and different. Understanding this personality and culture is essential in facilitating a successful change program. Reaching the desired goal of producing true ladder credentials is possible; its possibility will be realized through the successful implementation, monitoring, and communication of the change plan. Each phase, stage, and cycle gives the organization's people the agency, voice, and ownership of the process.

Next Steps and Future Considerations

Anticipating the success of the change implementation plan and the future state of OIEU, with the realization of an improved credential pathway that addresses the needs of its various stakeholders, it is recognized that the work at OIEU is not complete concerning the change plan and the future considerations arising from the PoP. Significantly, the organization will have gone through a critical change plan that touched all aspects of the organization. It would have participated in new and exciting methods of change that could be utilized in future initiatives.

While existing change management procedures exist, they are cursory and do not consider the breadth and scope of the changes that are sometimes proposed. The alignment of the change plan with the integrated planning process at OIEU will provide insights into the strengths and weaknesses of the approach. Working with the integrated planning and change management units within OIEU to incorporate the change implementation plan in subsequent change initiatives will benefit the organization.

Several opportunities and activities will arise from the enhanced campus senate authority model that will further enhance OIEU's position as a full campus of EU. While much of the OIP was dedicated to the internal changes at OIEU, several external opportunities arose from the proposed solution.

Much of the resistance to the assimilation of OIEU is rooted in the perceptions or perceived perceptions that the EU campus has of OIEU. In the current state, the leadership of OIEU does not have equal stature within the governance structure of EU. It can only be elected to the academic authority of EU (see Appendix E). Only the VP of the campus has a seat in the Senate by virtue of the position. By virtue of their position, deans of faculties have a seat on the Senate, but OIEU heads of schools who are analogous to deans in terms of roles and responsibility are not afforded the same status in the Senate. While interested members of EU's Academic Council can be elected to the Senate, OIEU's heads of schools being afforded the same recognition as comparable educational leaders at the EU campus will be necessary for future relationships between the campus.

Following the senate reform consideration, further action requires attention within OIEU. Currently, members of the senior executive and extended executive are non-academic appointments. While historically, those who rise to this level in the organization have been promoted from faculty, unlike most administrative positions in traditional universities and at EU, the process at OIEU removes the individual from the faculty association without a mechanism to return. They must resign their position. There is a discussion to be had within the organization to provide a means to allow faculty who wish to take on an administrative term without losing their academic appointment. Creating a model where heads and assistant heads of the organization change from indeterminate positions to 5-year terms with renewals similar to the practices of EU is warranted. The result of such a change would encourage more faculty involvement in the administrative workings of the campus.

Under the new enhanced campus senate authority model, there is a significant opportunity to elevate the short course functions of OIEU to fill the micro-credentialling gap that

exists at EU. OIEU has prided itself in producing credentials from 1-day certificates to Ph.D. programs under the amalgamation. The new credential pathway solution will see its short courses afforded the same oversight of the Senate, providing an opportunity and structure to enable this process for all of EU. OIEU would lead the initiative for EU, providing what many might see as trivial. Still, culturally, OIEU can take pride in helping the larger university in an area it has significant expertise.

Narrative Epilogue

The three-decade transition of OIEU to a full campus of EU has been fraught with fear, fears of loss of identity, and fear of loss of control. While these fears are real and held by many, I believe this OIP goes a long way toward providing a pathway to success that will strengthen OIEUs position within the EU family of campuses. The preferred solution of an enhanced campus senate authority model for credential approvals is all but one of the improvements contemplated in the OIP.

As a scholar-practitioner, I have linked theoretical constructs to the organizational principles that drive the organization. Underpinning culture in the interpretive theories gave significant insight into the strengths of people within the organization and how they construct their reality in the face of change. Leading people through the change requires careful consideration of the people affected by the change and their importance in the process, for they are the ones who, in reality, the change is about. Staying true to who I am as a leader has been enhanced by my doctoral journey and the presented OIP. Without the stakeholders of OIEU, we would have nothing to lead or anything to change.

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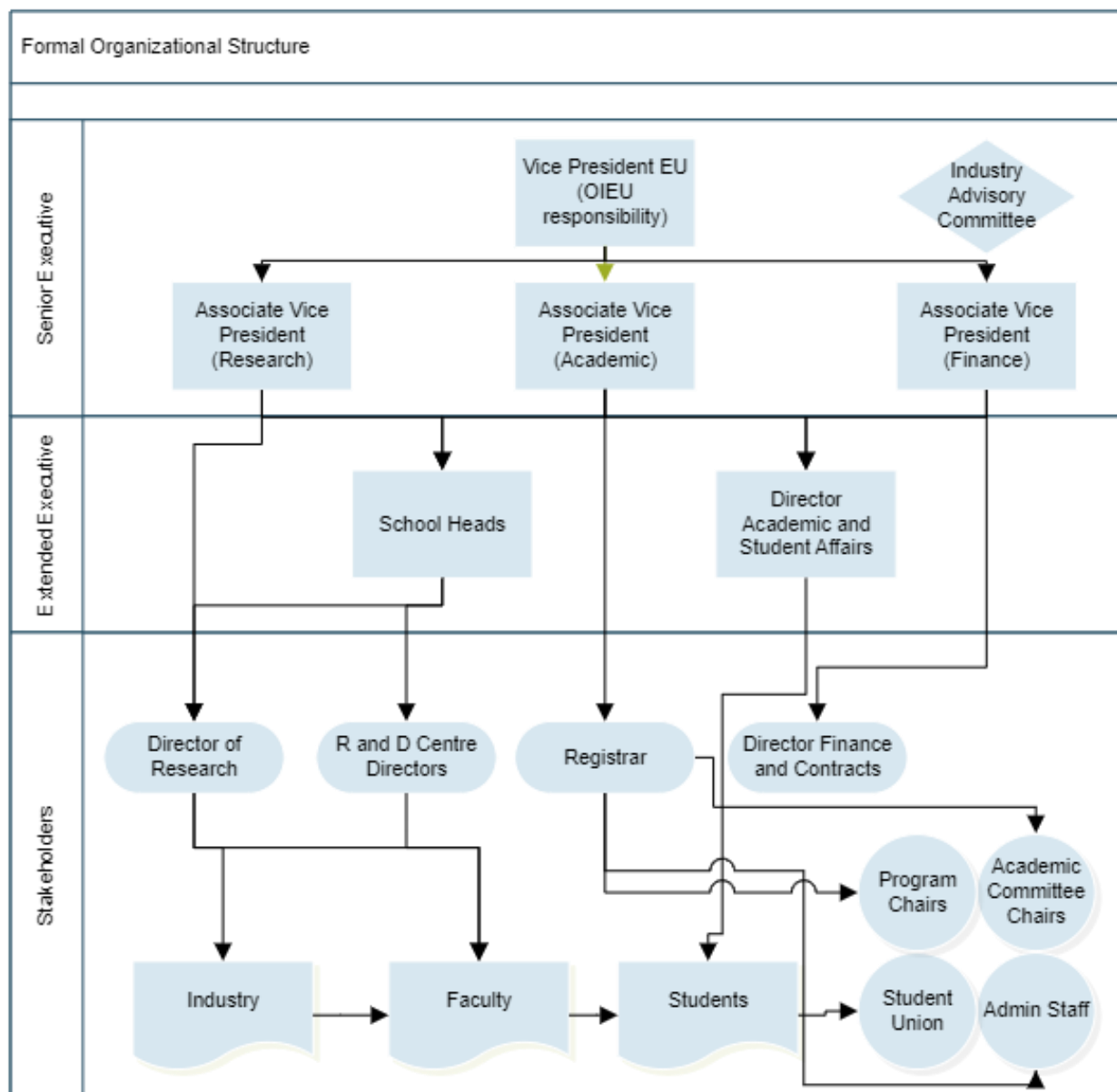
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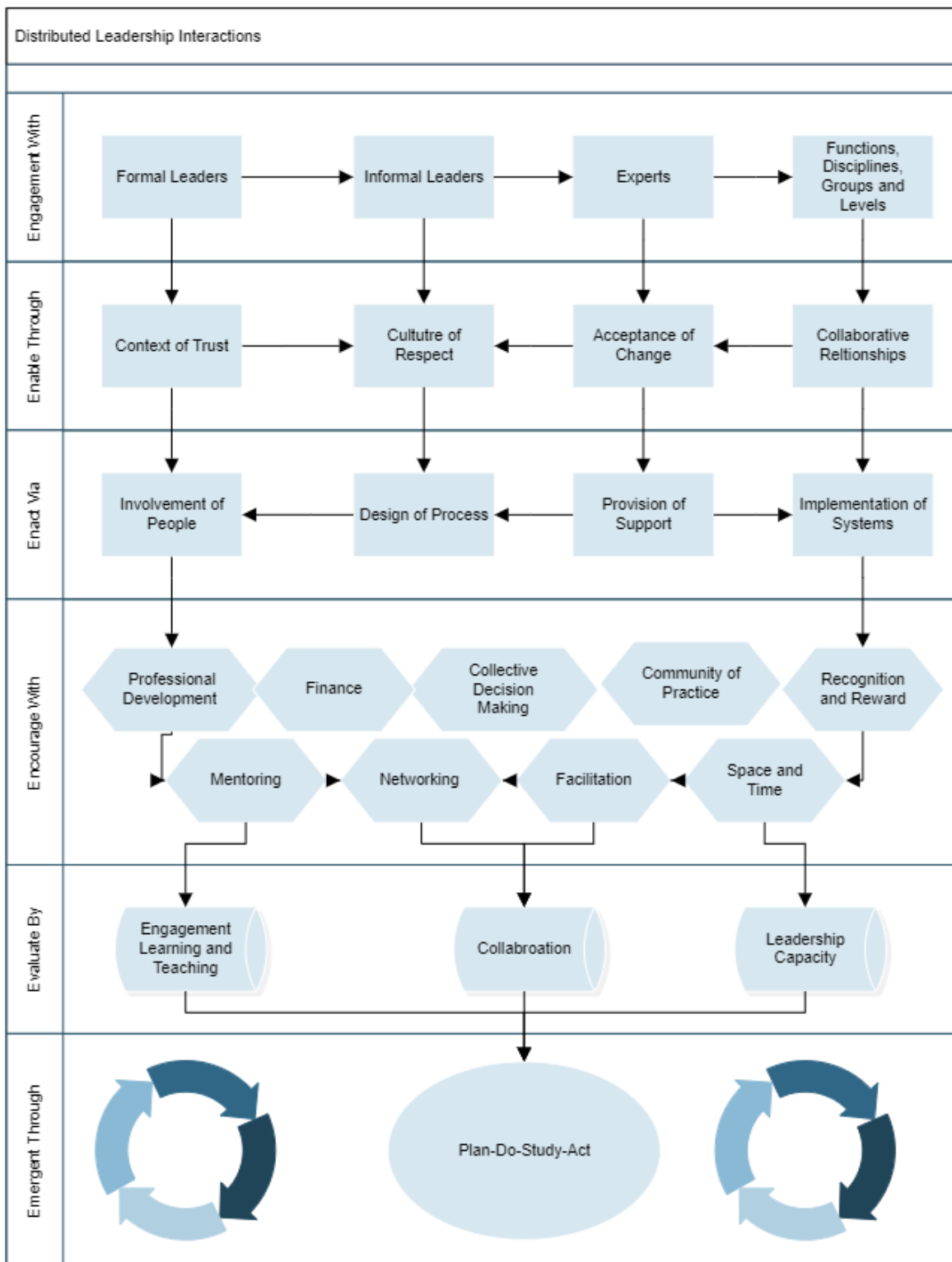
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Appendix A: Organizational Structure of Ocean Institute of Eastern University



Appendix B: Conceptual Leadership Model



Derived from Jones (n.d.)

Appendix C: Comparable International Marine Training Programs that Confer Degrees

Institution and Program Name	Location	Program Credential
University of Tasmania - Bachelor of Applied Science (Nautical Science)	Launceston, Tasmania	Bachelor of Applied Science
California State University – CAL Maritime - Marine Engineering Technology and Facilities Engineering Technology (FET)	California, USA	Bachelor of Science
Maine Maritime Academy - Marine Transportation	Maine, USA	Bachelor of Science
Jade University – Nautical Science and Marine Transport	Germany	Bachelor of Science
Maritime College State University of New York – Marine Operations	New York, USA	Bachelor of Science
United States Merchant Maritime Academy – Marine Transportation and Marine Engineering	New York, USA	Bachelor of Science
Texas A&M Maritime Academy – Marine Transportation	Texas, USA	Bachelor of Science
Solent University – Marine Operations	Southampton, UK	Bachelor of Science (Hons)
Liverpool John Moores University – Nautical Science	Liverpool, UK	Bachelor of Science Degree (Honours)
Svendborg International Maritime Academy - The Bachelor of Maritime Transport and Nautical Science	Denmark	Bachelor of Maritime Transport and Nautical Science
Hochschule Bremen City University of Applied Sciences - International Degree Programme Ship Management B.Sc. (Nautical Science)	Bremen, Germany	Bachelor of Science
Indian Maritime University – Marine Engineering	Chennai, India	Bachelor of Technology (Marine Engineering)

Institution and Program Name	Location	Program Credential
Indian Maritime University – Nautical Science	Chennai, India	Bachelor of Science (Nautical Science)
National Korea Maritime and Ocean University – Navigational Science	Busan, South Korea	Bachelor’s degree
University of Trinidad and Tobago – Nautical Science/Maritime Operations	Chaguaramas, Trinidad and Tobago	Bachelor of Science Degree in Nautical Science/Maritime Operations
Cork Institute of Technology	Cork, Ireland	Bachelor of Science Nautical Science

Appendix D: Kezar Change Readiness Factors (Kezar, 2018)

Planning

1. The team has a clearly articulated, motivating, and shared vision for the project.
2. Our vision is linked to key systemic and/or institutional priorities.
3. We have scanned the campus for other related projects, programs, and initiatives that already exist to which the new project might connect to or leverage.
4. We have created a project plan with identified actions, milestones, and an achievable timeline. The plan might involve a pilot project that will allow for initial testing and experimentation before scale-up.
5. We have identified possible pitfalls and roadblocks.
6. We have a plan for helping stakeholders (e.g. faculty, students) understand what is happening, the purpose and desired outcomes (e.g. forums, town–gown meetings, communications plan, professional development).
7. We have an assessment plan and the capacity (including needed expertise in institutional research offices) to measure and analyze results.
8. Our assessment plan is linked to project outcomes and leverages existing data sources.
9. We have identified appropriate resources and facilities required to carry out the project.
10. We have created a project budget.
11. We have identified sources of support, both internal and external (e.g. grants, gifts, in-kind donations).
12. We have inventoried key policies (e.g. promotion) that may impact implementation of the change and have plans for adjusting them.

People/Leadership

13. We have a team comprised of the appropriate administrators, faculty, and staff with needed expertise. There is multilevel and shared leadership.
14. Leaders at different levels understand the role they need to play to move the change forward. (If not, we have a plan for educating leaders about their roles.)
15. We have senior administrative support for resources, rewards, and other key motivational and policy issues.
16. The project has several leaders/champions. It is not reliant on one person.
17. We have identified and hired a project manager who has the time and expertise required.
18. People involved in the project have the time, incentives, motivation, and expertise to successfully carry out project objectives.
19. If additional professional development or training is required, we have identified what is needed and have a plan for providing it to project faculty, staff, and students.
20. We have identified external experts required to help campus leaders, faculty, and staff build plans, develop needed expertise, and/or evaluate results.
21. We have identified and informed key on- and off-campus stakeholders. (Off-campus stakeholders may include K-12 educational, community, and/or industry partners.)

Politics

22. The project has the support of the president, provost, deans, and other key administrators.

23. We have identified the political issues we might encounter, including relevant policies or procedures, committee/departmental approval processes, incentives and rewards, and allocation of resources and space.
24. We have buy-in from key on-campus stakeholders.
25. We have strategies for addressing the identified political issues.
26. We have leveraged external messages to create urgency for the change.

Culture

27. We have examined the underlying values of the proposed change and identified the degree of difference from current values to understand dissonance.
28. We have conducted a survey (or held extensive conversations) to understand resistance, understanding, and values related to the proposed change.
29. We have developed documents that clearly articulate the proposed change to inform stakeholders and ensured they have been reviewed and read.
30. We have attempted to connect the proposed change to existing values on campus.
31. We have examined ways to create new symbols, stories, or rituals to embed the change.
32. We have created a narrative or story to capture and articulate the change to stakeholders.
33. We have a plan for how we will communicate and celebrate project results. The plan should include both on- and off-campus sources as well as dissemination opportunities (e.g. published papers, conference presentations).

Sensemaking and Learning

34. We have an understanding of how stakeholders view the proposed change.
35. We have a plan for ways we can help bridge the gap between current knowledge and needed knowledge.
36. We have a plan to get appropriate data to different groups that need to engage in learning.
37. We have developed our data capacity and knowledge management systems to support the change.
38. We have training and support around data use and interpretation so data can be used to inform decisions needed around the change.

Appendix E: Senate and Academic Council Composition

Table E1:

EU Senate Composition

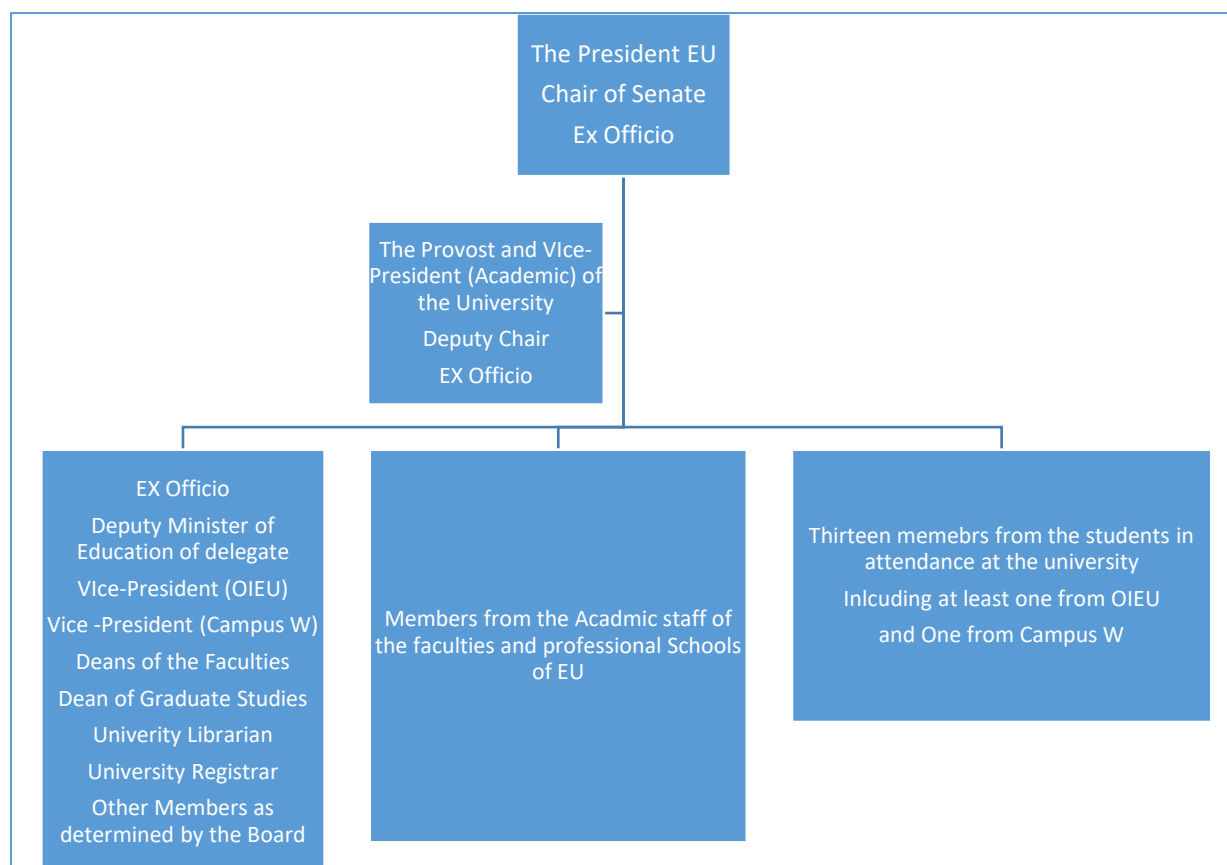


Table E2:*OIEU Academic Council Composition*